

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Волхонов Михаил Станиславович
Должность: Ректор
Дата подписания: 21.08.2026 11:54:12
Уникальный программный ключ:
40a6db1879d6a9ee29ec8e0b2f95e4614a0998

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«КОСТРОМСКАЯ ГОСУДАРСТВЕННАЯ СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

Утверждаю:
декан инженерно-технологического
факультета

_____/М.А. Иванова/
17 июня 2026 года

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по дисциплине
«Иностранный язык»
(Английский)

Направление подготовки (специальность) ВО	<u>35.03.06 Агроинженерия</u>
Направленность (специализация) профиль	<u>Технический сервис в агропромышленном комплексе</u>
Квалификация выпускника	<u>бакалавр</u>
Форма обучения	<u>очная, заочная</u>
Срок освоения ОПОП ВО	<u>4 года (очная), 4 года 7 месяцев (заочная)</u>

Фонд оценочных средств предназначен для оценивания сформированности компетенций по дисциплине «Иностранный язык» (английский).

Разработчик:
доцент кафедры
иностранных языков
и русского языка как иностранного А.А. Веснин _____

Утвержден на заседании кафедры иностранных языков и русского языка как иностранного, протокол №11 от 08.06.2026 года.

Заведующий кафедрой Л.А. Попутникова _____

Согласовано:
Председатель методической комиссии инженерно-технологического факультета

Трофимов М.А. _____
протокол № 6а от «16» июня 2026 года

Паспорт фонда оценочных средств

Таблица 1

Раздел дисциплины	Формируемые компетенции или их части	Оценочные материалы и средства	Количество
1	2	3	4
Раздел 1. Бытовая сфера общения (Я и моя семья)	УК-4. Способен осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)		
Тема 1 «Знакомство», Вводно-обзорный курс грамматики (Часть 1)		Комплект вопросов для опроса	30
Тема 2 «Я и моя семья». Вводно-обзорный курс грамматики (Часть 2)		Комплект заданий для контрольной работы	10
Тема 3 «Семейные традиции». Вводно-обзорный курс грамматики (Часть 3)		Комплект вопросов для монологического высказывания	25
Тема 4 «Человек, его внешность и характер. Национальный характер». Вводно-обзорный курс грамматики (Часть 4)		Тестирование	64
Раздел 2. Учебно-познавательная сфера общения (Я и мое образование)	УК-4. Способен осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)		
Тема 5. «Высшее образование в России и за рубежом. Моя академия» Вводно-обзорный курс грамматики (Часть 5)		Комплект вопросов для опроса	12
Тема 6 «Студенческие международные научные и профессиональные контакты». Вводно-обзорный курс грамматики (Часть 6)		Комплект вопросов для монологического высказывания	6
		Комплект заданий для контрольной работы	51
		Индивидуальное домашнее задание	4
		Тестирование	78
Раздел 3. Социально-культурная сфера общения	УК-4. Способен осуществлять коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)		
Тема 7. «Язык как средство межкультурного общения. Национальные обычаи и традиции России (страны изучаемого языка)». Грамматика: Причастие I, II. Причастные обороты Обзор пройденного материала		Комплект вопросов для опроса	20
Тема 8: «По городам России»		Комплект вопросов для монологического высказывания	9
Тема 9. «Здоровый образ жизни. Экология. Экотуризм» Грамматика: Герундий. Составные предлоги, составные союзы. Бессоюзное присоединение определительных придаточных предложений. Условные предложения Повторение пройденного материала		Комплект заданий для контрольной работы	91
		Комплект заданий для диалога	11
		Комплект тем для реферата	12
		Тестирование	88

Раздел 4. Профессиональная сфера общения			
Тема 10: «Проблемы современной науки. Наука и общество. Выдающиеся ученые мира.» Тема 11: «Работа. Проблема поиска работы. Работа, которую мы выбираем.» Тема 12: «Моя специальность.»	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Комплект вопросов для опроса	33
		Комплект вопросов для монологического высказывания	1
		Комплект заданий для контрольной работы	572
		Индивидуальное домашнее задание	1
		Комплект вопросов для собеседования	16
		Комплект заданий для подготовки круглого стола	1
		Комплект тем для реферата	1
		Тестирование	80

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ, НЕОБХОДИМЫЕ
ДЛЯ ОЦЕНКИ ЗНАНИЙ, УМЕНИЙ И НАВЫКОВ ДЕЯТЕЛЬНОСТИ
В ПРОЦЕССЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ**

Таблица 1.1 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Раздел 1. Бытовая сфера общения (Я и моя семья)	
	ИД-2 _{УК-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	Комплект вопросов для опроса Комплект заданий для контрольной работы Комплект вопросов для монологического высказывания Тестирование

**Оценочные материалы и средства для проверки
сформированности компетенций**

Раздел 1. Бытовая сфера общения (Я и моя семья)

Тема 1. «Знакомство».

1. Устный опрос по теме

1.1 Вопросы для устного опроса по теме:

1. What is your name?
2. Where are you from?
3. Where do you live in Kostroma?
4. What is your appearance? How do you look like?
5. At what school did you learn?
6. How successful in studies were you?
7. At what faculty do you study at the academy?
8. Why did you take the decision to take this faculty?
9. Did anybody influence your decision?
10. What kind of person are you? What could you say about your character?
11. What are your hobbies and interests?
12. What are your plans for the future?

Вводно-обзорный курс грамматики

2. Контрольная работа.

Часть 1: Порядок слов в повествовательном предложении; Безличное предложение; Местоимения; Глаголы «to be», «to have»; оборот «There + to be»; Существительное в функции определения.

Контрольная работа

Variant I

1. Выберите правильную форму глагола *to be* или глагола *to have*:

1. I ... a first year student.
2. He ... at the theatre yesterday.
3. Tomorrow they ... 3 pairs.
4. My friend ... a lot of work.

2. Поставьте следующие существительные во множественное число:

Story, match, grass, life, shelf, man, man-driver, bush, tooth, child, deer, play.

3. Перефразируйте следующие словосочетания, употребляя притяжательный падеж существительных, переведите на русский язык:

1. The handbags of these women. 2. The books of my friends. 3. The flat of his sister.

4. С какими местоимениями соотносятся данные формы глаголов, определите их время:

1. have 2. will have 3. was 4. had 5. are

5. Заполните пропуски личными местоимениями:

1. ... come into their classroom and sit down at the desks. 2. ... have our English class in the morning. 3. Where is my book? ... is on the shelf. 4. ... were absent yesterday.

6. Вместо существительных поставьте личные местоимения:

1. *Students* were on the farm last year. 2. *Nick* is always late for the classes. 3. *My brother* will be at the concert in the evening. 4. *The car* is in the garage.

7. Поставьте местоимения в объектном падеже:

1. Tell (they) the truth. 2. They always help (I). 3. He gives (we) his textbook. 4. Ann reads the text in English. She reads (it) well. 5. Let (I) help (you). 6. Invite (she) for the party.

8. Заполните пропуски притяжательными местоимениями:

1. I am a doctor. ... surname is Petrov. 2. Ted is a schoolboy. ... marks are good. 3. These are students. This is ... classroom. 4. Do you like ... work? 5. Ann takes ... pen.

9. Вставьте артикль, где необходимо:

1. Come to ... blackboard and write ... exercise 5. 2. He is still ... young man and we hope he will become ... good pianist. 3. I like jam on ... piece of ... bread. 4. This is ... new journal. ... journal is on ... economics. 5. ... Urals separate ... Europe from ... Asia. 6. What is ... capital of ... Spain. 7. ... London is on ... Thames. 8. He goes to ... United Kingdom every ... month.

Тема 1. «Я и моя семья».

1. Презентация подготовленного монолога

Примерное содержание монологического высказывания:

№1 My name is Kostya. My surname is Laznev. I was born in Moscow on the 23rd of June in 1981. I am a tall, thin boy. My hair is dark and short. My face is oval, my nose is straight. My eyes are large and brown. My friends say that I am a good-looking boy. I like to dress well. I usually wear black trousers, light shirts, clean boots. I had a dream to enter the Institute that's why I worked hard at school. We studied many subjects such as History, Russian, Physics, Geography and others. I was fond of English and Physics. And I was good at them. I want to get a good education and find an interesting and useful work. I think that I am honest, serious and polite. I have a hobby. I like to sing songs. My father likes singing too. He knows many good songs and we usually sing songs together. Nowadays young people don't like classical music. They prefer pop music. My parents invite me to some very good concerts of classical music. It is great. I am very grateful to my parents because now I begin to understand how wrong I was going only to pop concerts. I am proud of my mother and father. They are musicians. We like to spend our free time together. We often go to the museums, to the Concert Halls, to the theatres. I want to say that I respect my parents.

№2 My name is Natalia. My surname is Govorova. I am 15. I was born in 1982 in Chelyabinsk. I live in a small town of Usinsk in the Komi Republic. My address is Flat 116, 19, Pionerskaya Street. My phone number is 41-5-81. I am a student. I study at university. I do well in all subjects. They say, that I am a hardworking person. To tell the truth, all subjects come easy for me but sometimes I have to sit much, for example, to do assignments in Physics or Chemistry. My favourite subject is English. I spend much time on it reading books, doing tests etc. I'm sure, English is essential for my future career. I like reading. I think comics and detective stories are much easier to read but I prefer to read novels - historical or up-to-date. I like music. My musical tastes are different, but it depends on my mood. But I think every apple is good in its season. I play the piano and the guitar, not seriously, but for my soul. Sometimes I like to listen to the Russian classical music. My favourite composers are Chaikovsky and Mozart. I don't like rock music, but I also like Russian folk songs. I have not much time to watch TV but sometimes I spend an hour or two watching an interesting film or a news program. In the evening I often read newspapers (our local ones) or magazines. I like fresh air and exercise. I'm sorry I have not much time for doing sports. But some aerobics in the morning, a swimming-pool twice a week, a ski-walk on a frosty day are of great help. Sport is fun. I have a wide circle of interests. I'm very sociable. I have many friends; most of them are my class-mates. We spend much time together, going out to the cinema or to the disco party, speaking about lessons and music, discussing our problems. But most of all I like my family. We all are great friends and deeply attached to each other. You see, it's me - a person with his good and not good characteristics, liking this and hating that. But it's interesting for me to live, to open new things.

2. ТЕСТ (Один вариант ответа)

Выберите правильный вариант:

_____ any orange juice?

Are there

+Is there

There is

There were

Tom _____ busy with his project.

Were

+Is

Shall be

Are

There _____ many alligators in the Nile.

Was

Is

+Are

Am

Isaac Newton, the greatest scientist of all ages, lived in a period when the toxic effects of chemicals ... less understood.

Was

Are

+Were

Is

At some of London underground stations there are lifts, others ... escalators.

Has

+Have

Will have

Had

Mother ... a bad headache yesterday's evening.

Has

Have

Will have

+Had

The Johnsons ... a new cottage outside the town. We often visit them.

Has

+Have

Will have

Had

Mr. Johnson ... a car of the latest make now.

Have

Will have

+Has

Had

... you got any time to help me?

+Have

Will have

Has

Had

Everybody in our family ... their own duties about the house.

+Have

Will have

Has

Had

My sister and I ... higher education in a year.

Have

+Will have

Has

Had

Where ... you from?

Is

Am

+Are

Was

I ... from Russia.

Is

+Am

Are

Was

Moscow ... the capital of our country.

+Is
 Am
 Are
 Was
... Tom and Bob good football players?
 Is
 Am
 +Are
 Was
My parents ... in Egypt last year.
 Are
 Was
 +Were
 Shall be
The weather ... bad yesterday.
 Are
 +Was
 Were
 Shall be
What ... the news today?
 +Is
 Am
 Are
 Was
This hotel ... expensive. I can't afford it.
 +Is
 Am
 Are
 Was
There ... some good films on TV tomorrow.
 Was
 Were
 Shall be
 +Will be
... there a computer center in your university?
 +Is
 Are
 Were
 Shall be
It's ____ party.
 +My
 Mine
 Myself
 Me
He hurt ____.
 His
 +Himself
 Himself
 Him
She did it ____.
 Hers
 +Herself
 Her
 Himself
He took it from ____ room.

+My
Myself
Mine
Me

I didn't believe ____ story.

+Her
Hers
She
Herself

I saw it with ____ own eyes.

+My
Mine
Myself
Me

No one would help us, so we had to do it ____.

Us
Ourself
+Ourselves
Ours

What did ____ say about it?

Them
+They
Their
Themselves

They said ____ had to pay for it.

Us
+We
Our
Ourselves

I told ____ to be here at three o'clock.

He
+Him
Himself
His

What did ____ want?

Her
+She
Hers
Herself

Tell ____ what happened.

I
+Me
Mine
My

If ____ have time, it should be OK.

Us
+We
Our
Ourselves

It has nothing to do with ____.

+You and me
You and I
You and my
You and mine

I took ____ both.

It

They

Its

+Them

Тема 3. «Семейные традиции»

1. Устный опрос по теме

1.1 Вопросы для устного опроса по теме:

1. How large is your family?
2. What are the members of your family?
3. Are there any things that you do with your parents together?
4. Have you got any family traditions?
5. What is your favorite family tradition?
6. What is the most unusual tradition in your family?
7. What can you advise people who want to get on well with their parents?
8. Do you often spend your free time with your parents?
9. What will you ask your British friend about his/her family traditions?
10. Do you live in a flat or in a house of your own?
11. What are the rooms in your dwelling?
12. Have you a room of your own?
13. What are food preferences in your family?
14. Is it exclusively your mother who cooks in your family?
15. Do you often eat out?
16. Does your family spend time travelling?
17. Have your family ever gone on travels?
18. Why is your family important for you?

2. Презентация подготовленного монолога

Тематика монологических презентаций:

1. Взаимоотношения в семье. Семейные обязанности.
2. Устройство городской квартиры/загородного дома.
3. Семейные праздники. Досуг в будние и выходные дни.
4. Семейные путешествия.
5. Предпочтения в еде. Еда дома и вне дома.

Примерное содержание для построения монологов:

Family is very important for every person, because it gives you a sense of stability and tradition, a feeling of having support and understanding. You feel secure when there's a family behind you. They are people you can trust and rely on, people who won't let you down and who share your joys and sorrows. In happy families parents are frank and honest with their children, they treat their children with respect without moralizing or bossing them, and children in their turn learn how to treat other people and how to form relationship with their peers.

I enjoy the honest and open relationship in my family. I like it when parents trust their children, give them enough freedom and respect them. I think these things make family relations warm and pleasant. There is no so-called "generation gap" in our family, though we may argue and disagree on certain issues. I can always bring my friend home and my parents are very positive about it, although they don't always approve of our tastes, views and clothes.

I guess, when people spend more time together they are closer to each other.

We have some family traditions. But to my mind we haven't got anything special or original in our family. All our family traditions are connected with some holidays. Apart from national holidays there are family holidays like birthdays, weddings and anniversaries. A birthday is always a happy event in our family. On these days we usually have a party. Friends and relatives come with flowers and gifts and

a festive dinner is served with plenty of delicious food to eat. Afterwards the guests either dance or sing, listen to music or just chat. One more family tradition is spending summer holidays together either at the seaside or in the country, which I enjoy very much. I'd like to become more independent from my parents in future, nevertheless we'll always be the best friends because my parents are the most important people in the world.

My parents are the most important people in the world. You know, my parents and I are usually very busy during the weekdays and we seldom have a chance to spend time together. Sunday is the day when we can sit at a table and talk over everything that happened during the week. Eating together makes us feel close and we often have our most useful conversations at these times. Almost every weekend we visit our grandparents, sometimes we visit my uncle (aunt) and his family.

Also once a week my parents give the flat a big clean. Of course I help them with it. By the way it's not so boring. I turn on music and we even have fun. Then we may go shopping together. I like to go shopping with my parents because they always buy me something. During our shopping rounds we discuss a lot of things and make plans for the next weekend.

My favourite tradition is to celebrate the New Year. It's a special holiday with its charm and surprises. We give presents to each other, go for a walk together, visit our grandparents and family friends.

I think we are old enough to realize that adults are not saints and may make mistakes and that the so-called generation gap should not spoil our relations. Good children are prepared to compromise and meet their parents halfway, render any possible help to their parents, treat their parents in the way they would like to be treated themselves.

So first of all I can advise for anyone to try to understand the feelings of your parents and show respect to them. Even if you don't agree with their thinking, try to make them understand politely, don't use harsh words with them which may hurt. It's important to celebrate your parents' and grandparents' birthdays. It will make them realize that you care for them.

To tell you the truth, I don't often spend time together with my family on weekdays. But on Sunday we try to organize something to have time for each other. We visit our grandparents and friends, go shopping, go for a walk or just eat out.

In summer we often go somewhere together to the seaside or to the country. I like such holidays because usually we have a lot of fun.

3. Вводно-обзорный курс грамматики

Часть 2. Модальные глаголы и их эквиваленты»

3.1. Контрольная работа.

Variant I

Задание 1 Переведите на русский язык:

1. This plant is to be put into operation next year.
2. They have to get up at 6 o'clock as their working day begins at 8.
3. Nobody could answer the question.
4. Soon we shall be able to understand many phenomena.
5. The laboratory assistant had to check up the equipment several times.
6. Energy is never destroyed: one form of energy may be converted into another.
7. The experiments must be carried out at room temperature.
8. We are not allowed to use dictionaries during exams.
9. She should follow her mother's advice.
10. Children ought to help their parents.

Задание 2. Вставьте соответствующие модальные глаголы:

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test.
2. My friend lives a long way from his office and ... get up early.
3. All of us ... be in time for classes.
4. When my friend has his English, he ... stay at the office after work. He (not) ... stay at the office on Tuesday, Thursday and Saturday and ... get home early.

3.2 ТЕСТ (Один вариант ответа)

I. 1. Вставьте правильный модальный глагол или эквивалент модального глагола:

Выберите правильный вариант:

... you play football?

+can
should
may
must

He ... to come to see me.

+was able
can
had to
could

I broke my leg and ... to stay at home.

should
+had to
could
may

... my little sister watch TV?

may
can
must
should

This man ... ride a horse when he was young.

had to
+could
were able to
must

I am ill. I ... stay in bed.

+have to
must
can
may

We ... to come to the Institute at 9 yesterday.

could
have to
+were
should

...I open the window?

can
should
+may
able to

I ... read English stories.

have to
may
must
+can

I can't find him. He ... be in the yard.

+must
may
is able to
should

You look tired. You ... go to bed earlier today.

must
may
able to

+should

They ... to learn this text by heart.

+ had

was

must

can

We _____ catch the seven o'clock train to town every morning.

+have to

must to

must

need

If you want to be healthy, you _____ smoke.

have not to

must not to

+shouldn't

don't have to

He ... speak three foreign languages.

+can

may

must

have to

You ... work hard at your English if you want to know it.

can

may

+must

had to

Соотнесите английские предложения с русскими:

1) She may come.

a) Ей можно прийти. (1)

2) She couldn't come.

b) Ей не следует приходить. (5)

3) She must come.

c) Она должна прийти. (3)

4) She had to come.

d) Она не могла прийти. (2)

5) She shouldn't come.

e) Она сможет прийти. (6)

6) She'll be able to come.

f) Ей не разрешают прийти. (7)

7) She isn't allowed to come.

g) Ей пришлось прийти. (4)

II. Выберите правильный вариант модального глагола (Modal Verbs)

The doctor told the woman she ... worry

+needn't

needn't to

couldn't

mustn't

Drivers ... stop, when they see the red light

should

can

+must

may

You will ... speak Spanish in another few months.

can

have

+be able to

ought

Nobody answers the phone. They ... be out.

should

would

can

+must

Mary is free tonight. She ... go to the dance.

+can
need to
must
may

Little children ...go to bed early.

may
can
must
+should

Little children like books with large print. They ... read them more easily

should
must
+can
have to

... I speak to Jane, please?

+could
shall
must
ought

My dentist says I ... eat so many sweets.

needn't
mustn't
ought
+shouldn't

III. Укажите предложение, в котором глагол "to have" является модальным? Переведите его на русский язык:

I had a good time in the south.

He has got a house in the country.

+She had to tell the truth.

They have told the truth.

Укажите предложение, в котором глагол "to be" является модальным? Переведите его на русский язык:

She is a secretary

She is in the office now

She is working

+She is to start work at 9 tomorrow

Тема 4 «Человек, его внешность и характер. Национальный характер».

1. Текст по теме

A person's appearance is often the first thing we notice when we meet someone new. Physical traits like height, build, facial features, and style of dress create an initial impression. However, appearance alone tells us very little about who a person truly is. A person's character includes qualities such as kindness, honesty, patience, and sense of humour. These inner traits usually become visible only after we get to know someone better. Sometimes, people judge others too quickly based solely on looks, which can lead to misunderstandings. For example, a quiet and reserved person might be mistaken for being unfriendly. In reality, they could simply be thoughtful and reflective by nature. Similarly, a cheerful and outgoing appearance doesn't always mean a person is carefree or superficial. Character is shaped by upbringing, life experiences, values, and personal choices. It is more stable and revealing than any external feature. The concept of national character refers to traits commonly associated with people from a certain country or culture. For instance, many believe that the British are polite and have a strong sense of tradition. Russians are often described as hospitable, resilient, and deep-thinking. The Japanese

are frequently seen as disciplined, respectful, and hard-working. These generalisations can offer some cultural insight, but they are not always accurate. Not every individual from a given nation will display the so-called “typical” traits. National character is a stereotype — a simplified image that may contain a grain of truth but lacks nuance. It’s important to avoid making assumptions about a person based on their nationality. Every individual is unique, combining personal traits with cultural influences in their own way. Getting to know someone personally helps us see beyond both physical appearance and cultural stereotypes. Ultimately, respect and open-mindedness are key to understanding others fully.

2. Вопросы по тексту

- What is often the first thing we notice when we meet someone new?
- According to the text, what do physical traits like height and facial features create?
- Why does appearance alone tell us very little about a person?
- Name three qualities that the text includes in a person’s character.
- When do inner traits usually become visible?
- What can happen if people judge others too quickly based solely on looks?
- What might a quiet and reserved person be mistaken for?
- According to the text, what could be the real reason behind a quiet demeanour?
- What does the character of a person result from? (Name at least two factors.)
- What does the concept of “national character” refer to?
- Give one example of a trait commonly associated with the British, as mentioned in the text.
- How are Russians often described in terms of character?
- Why are generalisations about national character not always accurate?
- According to the text, why should we avoid making assumptions about a person based on their nationality?
- What two qualities are said to be key to understanding others fully?

Таблица 1.2 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-2 _{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	Студент показывает хорошие знание и понимание тем раздела: умеет завязать знакомство, рассказать о себе и своей семье и семейных отношениях и ценностях в целом; может описать человека и его характер, знает характерные черты русского менталитета и может сравнить с национальными особенностями своего народа; при построении устных и письменных высказываний использует знания о временах действительного залога, инфинитиве, придаточных предложениях, почти не допускает ошибок в построении устной и письменной речи; демонстрирует умение использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках.

Раздел 2. Учебно-познавательная сфера общения (Я и мое образование)

Таблица 1.3 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	ИД-2 _{УК-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	Комплект вопросов для опроса Комплект вопросов для монологического высказывания Комплект заданий для контрольной работы Индивидуальное домашнее задание Тестирование

Тема 5. «Высшее образование в России и за рубежом. Мой университет»

«История образования».

«Образование в России».

«Образование в Великобритании».

1. Опрос

1.1. Опрос по базовым текстам раздела по аспектам:

- (1.1.1) фонетическое чтение;
- (1.1.2) устный перевод со словарем;
- (1.1.3) письменный перевод со словарем;
- (1.1.4) опрос по теме.

1.2. Задания на понимание основного содержания незнакомого текста:

(1. 2.1) Чтение с полным пониманием содержания (изучающее)

(1.2.2) Чтение с пониманием основного содержания прочитанного (ознакомительное)

(1.2.3) Чтение с нахождением интересующей или нужной информации (просмотровое)

Образцы дополнительных текстов:

Задания на понимание основного содержания незнакомого текста:

(чтение незнакомого оригинального текста, чтение с целью извлечения информации).

№1 The public educational system in Russia includes pre-schools, general schools, specialized secondary and higher education. So-called pre-schools are kindergartens in fact. Children there learn reading, writing and maths. But pre-school education isn't compulsory - children can get it at home. Compulsory education is for children from 6(7) to 17 years of age. The main branch in the system of education is the general schools which prepare the younger generation for life and work. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, gymnasia and so on. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school or going to professional school. Pupils who finish the general secondary school, receive a secondary education certificate, giving them the right to enter any higher educational establishment. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

№2 Education in Britain developed by steps. The first step was the introducing of two kinds of school: grammar schools and secondary modern schools. Grammar schools offered a predominantly academic education and in secondary modern schools education was more practical. The second step was the introducing of a new type of school, the comprehensive, a combination of grammar and secondary modern, so that all children could be continually assessed and given appropriate teaching. These schools

were co-educational and offered both academic and practical subjects. However, they lost the excellence of the old grammar schools. Then after 1979 the greatest reforms in schooling were introduced. They included the introduction of a National Curriculum making certain subjects, most notably science and one modern language, compulsory up to the age of 16. The National Curriculum aims to ensure that all children study essential subjects and have a better all-round education. Pupils' progress in subjects in National Curriculum is measured by written and practical tests. More ambitious pupils continue with very specialized studies in the sixth form. They remain at school for two years more. Pupils sit for exams leaving secondary school and sixth form. They sit for the General Certificate Secondary Education at the end of the 5th-years' course. A-level or AS-levels are taken after two years of study in the sixth form. They are the main standard for entrance to university or other higher education. Some parents prefer to pay for their children to be educated at independent schools. This private sector includes the so-called public schools, some of whose names are known all over the world, for example Eton. It provides exceptionally fine teaching facilities, for example in science, languages, computing and design. Its students are largely from aristocratic and upper-class families. The Government's vision for the education system of the 21st century is that it will neither be divisive nor based on some lowest denominator. Diversity, choice and excellence will be its hallmarks in this century.

№3 After taking GCSE (General Certificate of Education) exam young people can take three ways:

1. They can continue their academic education in the sixth form & get GCE-A Level (General Certificate of Education Advanced level) and then enter the university they have chosen (The most popular way in Britain)
2. They can continue studying in a college, where they choose any practical course and get a diploma NVA (National Vocation Qualification) or S VA in Scotland. After that they can start working.
3. Mixed type education. Young people can get General National Vocation Qualification (GNVQ) or GSVA in Scotland and then they can start practical work or enter a university as well. After that the education is considered to be higher. To get higher education young people go to the institute or college & after 3-4 years of studying they'll get Bachelor-degree and if they study 1-2 years more – Master degree.

3. Вводно-обзорный курс грамматики

(Часть 3) Степени сравнения прилагательных и наречий. Союзы сравнения, сравнительные обороты

3.1. Контрольная работа

Степени сравнения. Сравнительные обороты.

VARIANT I

1. Переведите предложения:

I.

1. He thought he was the happiest man in the world.
2. The new car is more comfortable than the previous one.
3. His radio set is not so powerful as mine.
4. Yesterday was hotter than any other day we had this summer.
5. Last year he spent less time on English than this year.
6. The sooner they finish the construction of the plant the better.
7. These farms are as large as those we saw yesterday.

II.

1. The trouble is that the student doesn't work properly at his English.
2. The commission will consider this offer carefully before accepting it.
3. In spite of the fact the report was short, it covered the subject.

2. Употребите прилагательное в нужной степени сравнения:

1. It is (cheap) to go by train than by airliner.
2. Are oranges (expensive) than bananas?
3. Where is the (near) bank?
4. It is the (unusual) thing I have ever done.

5. These shoes are not so (beautiful) as those ones.

3. Образуйте степени сравнения от прилагательных, переведите на русский язык:
big; heavy; large; clever; little; old; dangerous; bad.

4. Переведите на английский язык:

1. Я такой же высокий как мой старший брат.

2. Страусы (ostriches) бегают быстрее, чем собаки.

3. Волга – одна из самых длинных рек в России.

4. Твои друзья довольно молоды.

3.2. ТЕСТ (1 вариант ответа)

Выберите правильный вариант:

If you use pictures your report will be much _____.

the most interesting

interesting

most interesting

+more interesting

The more you work the _____ you know the language.

good

most good

best

+better

I was feeling tired last night, so I went to bed _____ than usual.

more early

much early

early as

+earlier

The sofa is _____ than that old chair.

much comfortable

+more comfortable

comfortable

the most comfortable

I have known my _____ friend for nearly five years.

+best

better

much better

more best

I was feeling tired last night, so I went to bed _____ than usual.

more early

much early

early as

+earlier

Life is getting _____ every day.

best

gooder

+better

as well

The movie was _____ the book.

as good

+as good as

good as

better

What is _____ city in your country?

largest

+the largest

larger

large

I think the first painting was _____ than the other one.

the best

gooder

+better

good

I enjoy his books because he writes so _____.

the best

good

better

+well

Her sport car is different_____Kate's.

like

+from

as

so

California is farther from New York_____Pennsylvania.

like

+than

as

from

This encyclopedia costs_____the other one.

more

twice as many as

twice more than

+twice as much as

The hotter it is, _____ I feel.

+the more miserable

more miserable

the miserable

most miserable

The more you study, _____ you will become.

the more smart

smarter

the more smarter

+the smarter

No sooner had he started out for California_____it started to rain.

that

no sooner

+than

as

Of the two books, this one is the_____.

the most interesting

more interesting

+most interesting

the more interesting

These shoes are_____of all.

less expensive

the less expensive

+the least expensive

least expensive

He drives_____than Bob.

+more cautiously

the most cautiousliet

cautiouslier
more cautious

Honesty is _____ policy.

+the best
more better
better
the better

_____ men declare war. But it is the youth that fight and die.

oldest
eldest
elder
+older

Of two evils choose _____.

less
+the least
little
smaller

What's the _____ news of today?

later
lately
last
+latest

If you are interested in _____ details ask the head of the office.

+further
furthest
farther
farthest

Actions speak _____ than words

more louder
+louder
the loudest
loudly

Hotels are becoming _____ nowadays.

+more expensive
expensiver
the most expensive
the more expensive

The damage to the car could be _____ than we expected.

bad
the worst
+worse
the worse

That was _____ case in his practice.

+the least difficult
the less difficulter
the less difficult
difficulter

The sea is _____ unknown part of our planet.

the most large
the most largest
+the largest
the larger

This cake is _____ the one you made last night.

+sweeter than

sweet as
sweetest
more sweeter than

That was _____ question in the exam.

least difficult
little difficult
the less difficult
+the least difficult

This was the _____ test I've ever done.

+easiest
easier
easy
most easiest

That was the _____ performance I've ever seen.

+worst
worse
bad
worse

Those shoes cost _____ mine.

much as
more as
+as much as
as more

You live even _____ from the centre than they.

+farther
furthest
far
more far

I like Jane less than Tom, but I like Sam _____ of all.

less
little
lesser
+least

It took Kate _____ to do this work.

long
as long
the longest
+much longer

The smaller a garden _____ it is to look after.

+the easier
easier
more easy
most easy

My left arm is _____ than my right one.

+stronger
most strong
more stronger
strongest

The people who arrive _____ get the best seats.

more earlier
+the earliest
most early
much early

It's becoming _____ to find a job.

hard and hard

hardly and hard
+harder and harder
the hardest and the hardest
_____we leave,_____we will arrive.

+the earlier, the sooner
the earliest, the soon
the early, sooner
the earlier, sooner
Could you speak_____, please?

distinct
less distinctly
most distinct
+more distinctly

Тема 6. «Студенческие международные научные и профессиональные контакты».

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по тем на извлечение информации;
- (5) опрос по теме.

(1.1.5) Вопросы для опроса по текстам:

1. Do you agree that progress in the world depends upon progress in education?
2. What trend in education has taken place in the world since the 1980-s?
3. Why do young people want to obtain prestigious diplomas?
4. How is teaching arranged in British universities?
5. How do academic courses and conditions in student life in Britain differ from those in Russia?
6. What facilities for studies, dwelling, sport, recreation and entertainment do universities and colleges in Great Britain offer? In Russia?
7. What facilities does the academy offer?
8. Why is the academy attractive for many young people?
9. What are the opportunities for students to achieve high results in studies?
10. What could be done to improve the level of education in the academy?
11. How is social life of students arranged?
12. What traditions are popular among students in Britain? In Russia?
13. What events are you involved in?
14. What are you majoring in?
15. What are the main subjects in your major?

2. Индивидуальные задания (письменное оформление сообщения «Студенческая жизнь»)

Темы для сочинений:

1. Students' life in Kostroma universities and colleges.
2. Students' life in the academy.
3. My working day.
4. All aspects of my student's life.

3. Монолог: в рамках проекта «ПРЕЗЕНТАЦИЯ АКАДЕМИИ»

Темы:

1. История.
2. Факультеты и учебные курсы. Учебный план. Преподаватели.
3. Аудитории и лаборатории.
4. Социально-общественная жизнь и культурно-массовые мероприятия.
5. Спортивные достижения.

4. Вводно-обзорный курс грамматики (Часть 4) ВИДОВРЕМЕННЫЕ ФОРМЫ АНГЛИЙСКОГО ГЛАГОЛА

1. Времена группы «Indefinite Active & Passive»

2. Времена группы «Continuous Active & Passive»

3. Времена группы «Perfect Active & Passive»

4.1. Контрольная работа.

Variant I

1. Определите время, тип, залог глаголов:

- | | | | |
|--------------------|----------------|--------------------|--------------|
| 1. will be burning | 2. burns | 3. will burn | 4. are burnt |
| 5. is burning | 6. burnt | 7. was being burnt | 8. will burn |
| 9. burn | 10. were burnt | 11. will be burnt. | |

2. Перепишите предложения, выделите сказуемые, определите их время и залог.

Переведите предложения на русский язык:

1. He visited many lands and met a lot of people.
2. Some animals store food for winter.
3. They will work in a close contact.
4. The new substance was produced after many years of hard work.
5. We have finished our work today.
6. The plan will be carried out by the end of the week.
7. They are still discussing this problem.
8. Those pencil marks were made for you.
9. This book contains the information you need.
10. The chemical and physical properties of the substance are being investigated now.

3. Вставьте глаголы в нужном времени и залоге:

1. The books (to take) from the library yesterday.
2. The teacher usually (to ask) the students a lot of questions.
3. The rector (to visit) Academy's hostels next week.
4. The experiments (to complete) by the end of the month.
5. At the last lesson we (to train) how to use the new equipment.
6. Now a new railway (to build) between the two cities.
7. When I entered, the parents (to discuss) some problem.
8. We (not to meet) today yet.
9. My friends (to have) a nice week end a week ago.
10. You (to be) there in 10 minutes.

4.2. ТЕСТ

Variant I

We _____ breakfast when my aunt _____ to ask a phone number.

+were having / called

had / called

were having / was calling

had / was calling

I _____ TV at eight o'clock yesterday evening.

+was watching

watched

am watching

have watched

Polly has a brilliant voice. She...wonderfully.

+sings

is singing

Can you hear that? Somebody...a song!

sings

+is singing

Mr. Smith stayed at his office very late because he ... a lot of work.

has

have

will have

+had

Укажите предложение, в котором глагол "to have" является вспомогательным:

We shall have a party tomorrow.

+We have invited our friends.

We'll have to prepare for the party.

I hope we'll have a good time.

Укажите, в каком предложении глагол стоит в Present Perfect:

+She has bought a new pair of shoes.

She has a lot of different shoes at home.

She had bought a pair of new shoes for yesterday's party.

She had new shoes on at the party.

Сопоставьте английские предложения с русскими:

She has typed the letter.

+Она напечатала письмо.

Она печатала письмо.

Она печатает письмо.

"... Fred this week?" "Yes, I saw it on Wednesday."

Had you seen

+Have you seen

Will you have seen

You have seen

Have you lived in this town _____ your childhood?

+Since

for

from

I (work) in the bank for three years. I like it very much.

worked

has worked

+have worked

have been worked

The shop ... at 6 in the morning yesterday.

is opened

+was opened

will be opened

The homework ... before the film began.

was done

will have been done

have being done

+had been done

These plants ... on this farm last year.

have been grown

+were grown

will have been grown

are being grown

The report ... when I came.

was making

was being made +

was made

were being made

Выберите правильный вариант.

When Mark arrived, the Johnsons_____dinner, but stopped in order to talk to him.

+were having
had been having
had
was having

While Tom_____a book, Marhta_____TV.

was reading, watched
+was reading, was watching
read, watched
read, was watching

The food that Ann is cooking in the kitchen_____delicious.

is smelling
smelt
+smells
will smell

We called our friends in London yesterday to tell them about the reunion that we_____.

will plan
plan
+were planning
have planned

Catherine is studying law at the university, and so_____Nick.

+is
was
does
were

I feel terrible. I think I_____to be sick.

will
+am going
go
will be going

My colleagues usually_____four days a week, and this week they_____five days.

work, work
are working, are working
are working, work
+work, are working

It_____outside; I do not like to walk in such weather.

rains
+is raining
is rain
is rained

I_____a very difficult day tomorrow. I need to prepare for the exam.

+will have
have
am having
would have

At 10 o'clock in the morning on Wednesday Tom_____a delegation in the office.

will receive
+will be receiving
is receiving
would receive

Although the sun was shining, it was still cold, because it _____hard for two hours.

had been raining
+had rained
was raining

is raining

She _____ at the parcel long enough, before she _____ that it was for her brother.

had been looking, had understood

+had been looking, understood

was looking, understood

was looking, had understood

I _____ to the cinema but my friend persuaded me to stay.

am not going

did not go

+was going

had been going

We were good friends, we _____ each other for years.

+ had known

were knowing

had knowing

know

We were extremely tired at the end of the journey. We _____ for more than 24 hours.

+ had travelled

had been travelling

were travelling

travel

How long _____ this book? How many pages of this book _____?

have you been reading, have you been reading

have you read, have you read

have you read, you read

+have you been reading, have you read

We always go to Saint Petersburg for our holidays. We _____ there for years.

+have been going

go

are going

were going

I have lost my key again. I _____ things. I lose things too often.

always lose

have always lost

+am always losing

was always losing

The economic situation is already very bad and it _____ worse.

+is getting

got

gets

would be getting

What time _____ your friend _____ tomorrow?

+will ...arrive

will... be arriving

is ...arrived

will... arriving

Таблица 1.4 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-2 _{УК-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	Студент показывает хорошие знание и понимание тем раздела: рассказать о высшем образовании в России и за рубежом; может рассказать об академии и студенческих международных научных и профессиональных контактах; при построении устных и письменных высказываний использует знания о трудных случаях управления в русском языке, почти не допускает ошибок в построении устной и письменной речи; демонстрирует умение использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках

Раздел 3. Социально-культурная сфера общения (Я и мир. Я и моя страна)

Таблица 1.5 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	ИД-2 _{УК-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	Комплект вопросов для опроса Комплект вопросов для монологического высказывания Комплект заданий для контрольной работы Индивидуальное домашнее задание Комплект заданий для диалога Комплект тем для реферата Тестирование

Тема 7. «Язык как средство межкультурного общения. Национальные обычаи и традиции России».

1. Опрос.

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) письменный перевод со словарем;
- (4) чтение текста по тематике на извлечение информации

Подборка текстов по темам:

- Роль иностранного языка в современном мире.
- Современные языки международного общения.
- Образ жизни современного человека в России и за рубежом. Облик города/деревни в различных странах мира. Типы жилищ, досуг и работа людей в городе и деревне.
- Основы здорового образа жизни. Спорт и фитнес. История Олимпийских и параолимпийских игр.
- Плюсы и минусы глобализации.

- Проблема личной ответственности за сохранение окружающей среды.

2. Диалог (обсуждение тем раздела)

3. Монолог (сообщение по одной из тем раздела)

4. Грамматика: PARTICIPLE I;II

4.1. КОНТРОЛЬНАЯ РАБОТА:

№ 1

Variant I

1. Переведите предложения, обращая внимание на категорию причастия:

1. We have translated the text.
2. Climbing the mountain he broke his leg.
3. The working engine was too noisy.
4. The discovery made was very important.
5. Roman towns surrounded by walls for defense were real military camps.
6. The students are working in the field now.
7. If changed the article will be published.
8. We often speak about our friends living in the south.
9. The fuel is ignited inside the cylinder.

2. Переведите предложения, предварительно определив функции причастий:

1. He heard the voices coming through the open window.
2. Waiting for him I looked through the magazines lying on the table.
3. The explanation given was not complete.
4. The new materials recommended for bridge construction were described in the article written by our professor.
5. When burnt coal produces heat.
6. The growing plants should be well watered.
7. It is getting dark.
8. The bridge has been built this month

3. Выберите из скобок требующуюся форму причастия.

1. I think that the boy (standing, stood) there is his brother.
2. We listened to the girls (singing, sung) Russian folk songs.
3. When we came nearer, we saw two boys (coming, come) towards us.
4. Here is the letter (receiving, received) by me yesterday.
5. "How do you like the film?" he asked, (turning, turned) towards me.
6. She was reading the book (buying, bought) the day before.
7. Name some places (visiting, visited) by you last year.
8. Read the (translating, translated) sentences once more.
9. Translate the words (writing, written) on the blackboard.
10. We could not see the sun (covering, covered) by dark clouds.
11. The (losing, lost) book was found at last.
12. I shall show you a picture (painting, painted) by Hogarth.

№2

Variant I

Task 1. Найдите Причастие, определите его форму (PI//PII) и функцию; переведите предложения на русский язык:

1. Some of the buildings built by first-class Western architects have survived to our days.
2. The city was protected by rivers and a fortress, surrounding it.
3. Using standard projects to restore Moscow after Napoleon's invasion, architects preserved the city's uniformity.
4. Buildings built in white stone crested Moscow's architectural image of a city of white stone.
5. Architectural monuments built were simple but expressive.
6. If developed successfully the building industry will have the leading role.

Task 2. Выберите нужную форму причастия, переведите предложения на русский язык:

1. First-class foreign architects (inviting; invited) by Catherine the Great built a number of architectural monuments in Western Style.

2. There were a number of stone buildings (decorating; decorated) with ceramic.
3. The industries (requiring; required) highly-skilled labour are developing in Moscow now.
4. New dwelling districts were (building; built) on the outskirts of Moscow.

Task 3. Переведите на английский язык:

использующий –	использовался –	используемый -
используют (сейчас) –	используя –	(уже) использовали –

Task 4. Переведите предложения на английский язык:

1. Кострома была основана как город, защищающий Москву от вторжения врагов (*enemies*) с Северо-Востока.
2. В Костроме много памятников архитектуры, бережно охраняемых городскими властями.
3. Имея уникальный архитектурный стиль, Кострома входит в Золотое Кольцо (*The Golden Ring*) России.
4. В настоящее время строители успешно выполняют эту задачу.

Темы 1 – 5. Обобщение пройденного материала

КОНТРОЛЬНАЯ РАБОТА

(усвоение грамматического материала, пройденного в рамках тем 1 – 4)

1. Вставьте нужную форму глагола *to be* или *to have*:

- 1) Britain ... a variable climate.
- 2) The Artic climate ... so severe that it ... extremely difficult for people to live there.
- 3) We ... a wonderful city tour last week-end.
- 4) Next month the weather ... wetter.

2. Определите функцию глагола *to have*:

- 1) Travelling by air has some advantages.
- 2) They had reached the destination before the sunset.
- 3) Our guide will have to look for another way to get to the mountain.

3. Определите функцию глагола *to be*:

- 1) This road will be much more convenient.
- 2) They were crossing the river when an awful thunder struck.
- 3) Weathermen are to inform about weather conditions every day.

4. Выберите нужную форму прилагательного:

- 1) *Travelling by air is ...*
a) quickerer b) much quicker c) more quicker d) more quick
- 2) *Today the weather is ... as it was yesterday.*
a) as sunny b) more sunnier c) sunnier than d) more sunny
- 3) *The ... influence on Japanese weather is the wind.*
a) most great b) greater c) greatest d) most greater

5. Вставьте правильную форму глагола:

to wash:

Jim likes to help his mother. He always ...dishes after meal.

6.Найдите и исправьте ошибки в глагольных формах:

1. Valarie work as a doctor.
2. People is often cruel.
3. They doesn't like animals.

7. Переведите правильно предложения:

1. There is always much snow in this part of the island.
2. It is never sunny in this time of the year.
3. It is the best way to reach the destination.
4. Don't go there by train. It will take too much time.
5. It's very dark in winter in this city, but its buildings look still (*euĵe*) more magnificent (*величественный*).
6. Use the map of the city and you won't get lost.

8. Распределите предложения по типам вопроса (по каким признакам определяется тип вопроса?):

A: общий

B: специальный

C: альтернативный

D: разделительный

1. Where can you find the weather forecast?
2. People in Britain often say something about the weather when they begin to talk with strangers, don't they?
3. Does the temperature go above 30°C?
4. Are days long in winter or in summer?

9. Найдите неправильно составленные вопросы:

1. What British people think about weather as a topic for conversation?
2. Do British people always know, what tomorrow's weather will be like?
3. Does it rain a lot in Britain?
4. There are sometimes grey skies for days or weeks at a time in Britain, isn't there?

10. Вставьте предлоги:

1. We arrived ... the airport late ... night.
2. I got up ____ 8 o'clock this morning.
3. I like getting up early _____ the morning.
4. My sister got married ____ May.
5. Diana and I first met _____ 1978.
6. Did you go out ____ Friday?
7. Will the thunderstorm have stopped ____ that time?
8. What will you do ____ your holidays?
9. I'm leaving ____ Moscow next Saturday.
10. Will you be ... home this evening?
11. We went ____ Scotland last summer.
12. What do you usually do _____ the weekend?
13. We arrived ____ Paris ... bus.
14. It was difficult to climb ____ the mountain.
15. Don't worry. I'll be back ____ ten minutes.
16. There are many people ____ the park today.
17. They have a lot ____ presents ____ children.
18. I often go ____ the library ____ school.
19. I opened the door and went ____ the classroom.
20. I go ____ school and have to get ____ early.
21. In winter I usually go ____ bed at ten o'clock.
22. She took a kitten ____ the bag and showed it ____ us.

Тема 8: «По городам России (страны изучаемого языка)»

1. Презентация РЕФЕРАТОВ.

Темы рефератов:

1. Великобритания: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
2. Великобритания: традиции, обычаи, достопримечательности.
3. США: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
4. США: традиции, обычаи, достопримечательности.
5. Канада: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
6. Канада: традиции, обычаи, достопримечательности.
7. Австралия: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
8. Австралия: традиции, обычаи, достопримечательности.
9. Новая Зеландия: географическое положение, рельеф, климат; политическая система; промышленность, сельское хозяйство.
10. Новая Зеландия: традиции, обычаи, достопримечательности.
11. Россия: уникальность исторического развития
12. Современная Россия: Европа или Азия?
13. Костромская область: история и достижения

2. Опрос (работа по результатам прослушивания рефератов):

2.1. ТЕСТ (по результатам работы с текстами и прослушивания рефератов)

(The United Kingdom of Great Britain and Northern Ireland)

Выберите правильный вариант:

1. The United Kingdom is made up of ...

Several islands off the British coast

+England, Scotland, Wales and Northern Ireland

England, Scotland and Wales

England, Wales and Northern Ireland

The flag of the United Kingdom is known as ...

Black Jack

Uncle Jack

+Union Jack

St. Jack

The two main islands of the U.K. are ...

the British Isles

Great Britain and the Isle of Wight

Great Britain and Ireland

+Great Britain and Northern Ireland

The highest mountain in the world is ...

the Pennines

Elbrus

+Everest

the Alps

Match the correspondence:

a) Great Britain (4) 1) a state in the territory of island Ireland

b) The United Kingdom (3) 2) a number of islands

c) The republic of Ireland (1) 3) a country consisting of four states

d) British Isles (2) 4) a big island

Match the corresponding town as the capital of the given state:

a) England (2) 1) Edinburgh

b) Wales (4) 2) London

c) Scotland (1) 3) Dublin

d) Northern Ireland (3) 4) Cardiff

Great Britain and Ireland are separated by ...

the Atlantic Ocean

the Irish Sea

the Strait of Dover

+the Northern Sea

The UK is separated from the European continent by ...

the Irish Channel

the Irish Sea

the Strait of Dover

+the English Channel

Another name of the English Channel is ...

the Strait of Dover

+La Manche

Pas de Calais

the Irish Sea

The climate of Britain is mild because of ...

the Gulf of Mexico

the Strait of Dover

+the Gulf Stream

the European continent

The new currency system of the UK consists of ...

pounds, shillings and pence

+pounds and pence

pounds, sovereign and pence

pounds, sovereigns and shillings

We call the British those who live in ...

England

Wales

Scotland

Northern Ireland

+England, Wales, Scotland, Northern Ireland

Флаг Канады символизирует:

Великобританию

Францию

Великобританию и Францию

два океана

+два океана и заключенную между ними страну

Св. Георгия

Название Канада происходит от слова, обозначающего:

кленовый лист

единая нация

+деревня, поселение

страна

Канада – это:

демократическая республика

+конституционная монархия

конфедерация

Парламент состоит из:

Палаты Общин и Палаты Лордов

+Палаты Общин и Сената

Верхней и Нижней Палаты

Палаты Общин и Совета Нации

Официальный язык Канады:

английский

французский

+английский и французский

Главой государства Канада является:

королева Канады

+британская королева

генерал-губернатор

Столица Канады:

+Оттава

Монреаль

Квебек

Сидней

Мост Конфедерации связывает:

Канаду и Америку

Канаду и Великобританию

Нью-Брансуик с Островом Принца Эдуарда +

Высшее звено исполнительной власти США:

+президент США

Парламент

Верховный Суд

Сенат

Высший орган законодательной власти США:

Однопалатный Конгресс США

+Двухпалатный Конгресс США

Сенат

Федеральное правительство

Ниагарский водопад - это:

3 водопада

+2 водопада

1 водопад

В США входит:

+51 штат

50 штатов

49 штатов

41 штат

Из штатов Америки не граничат с остальными штатами:

Аляска и Гавайи

Пуэрто-Рико

Вирджинские острова

+Канарские острова

Столица Соединенных Штатов:

+Вашингтон

Нью-Йорк

Лос-Анджелес

Чикаго

Великие озера расположены:

в центре страны

+на севере страны

на юге страны

на северо-западе

(АВСТРАЛИЯ)

Семигранная звезда на гербе Австралии символизирует:

штаты Австралии

+совокупность территорий и саму Австралию

народности Австралии

выдающихся государственных деятелей Австралии

Символом Австралии является:

+кенгуру

эму

кролик

петух

По форме управления Австралия:

демократическая республика

конституционная монархия

конфедерация

+содружество

Официальный язык Австралии:

+английский

индейский

английский и французский

французский

Главой Австралийского государства является:

Елизавета I

+Елизавета II

Генерал-губернатор

Королева Виктория

Столица Австралии:

Сидней
+Канберра
Мельбурн
Оттава

2.2. Письменный перевод с русского на английский язык

1. Translate into English:

- 1) На английском языке говорят во многих странах мира.
- 2) Английский является национальным языком многих стран: (названия стран).
- 3) Великобритания - небольшая страна. Она меньше чем Франция.
- 4) Великобритания имеет 4 части: (назвать какие).
- 5) 400 лет тому назад англичане приплыли в Северную Америку и принесли с собой английский язык.
- 6) Люди из различных стран Европы приносили с собой свои собственные культуры и языки.
- 7) Канада расположена к Северу от Соединённых штатов.
- 8) Канада имеет два национальных языка – английский и французский.
- 9) Австралия – самый маленький континент.
- 10) Новая Зеландия находится недалеко от Австралии, но она очень далеко от Великобритании.

3. Диалог (Круглый стол на основе подготовленных материалов о Костроме и Костромской области)

- Знаменитые учёные: («Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»).

- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.

1. Опрос по базовым текстам раздела

(«Альфред Нобель», «Александр Белл», «Мария Кюри», «Эрнест Резерфорд», «Малоизвестные факты об известных учёных»):

- (1.1) фонетическое чтение;
- (1.2) аналитическое и поисковое чтение;
- (1.3) устный/письменный перевод.

(Задания представлены в учебнике)

2. Монолог (сообщения)

Темы:

- Малоизвестные факты об известных учёных.
- Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества.

3. Контрольная работа (контроль усвоения общенаучной лексики)

1. Make up pairs of synonyms, translate them:

science, to divide, simple, to complete, powerful, finding, to store, room, to define, close, land, study, strong, ordinary, to conserve, similar, country, to split, to obtain, research, survey, to determine, discovery, to carry out, space, to get.

2. Make up pairs of antonyms, translate them:

to ignore, to refuse, to add, to point out, to offer, to make less (to reduce).

3. Put in the right word, translate the sentence:

- 1) This book (to point out; to contain, to cause) all the information you need.
- 2) They kept many things in the (bathroom, dining-room, store-room).
- 3) The new (substance, explanation, property) was produced in the laboratory after many years of hard work.
- 4) They are (enough, both, scarcely) good engineers.
- 5) We have to meet (twice, as far as, soon) a day.

6) I've seen him only (steadily, throughout, once).

4. Переведите на английский язык:

1. Шведский учёный Альфред Нобель, который изобрёл взрывчатое вещество динамит, умер в 1896 г.
2. Что заставляет тебя так рано уезжать из города (покидать город)?
3. Было трудно решить, кто заслуживает первый приз.
4. Закон гравитации (the law of gravity) управляет движением планет.
5. Он изучал ядерную физику в институте.
6. На столе есть несколько книг. Ты можешь выбрать любую книгу.

5. Переведите на русский язык:

1. The summer was very dry and there was a threat of fires in the forests.
2. The development of cars in Europe led to the abolition of different Acts, which limited the speed of the motor Transport.
3. They will need plenty of sand for building the road.
4. The town authorities first studied traffic conditions in the town and then made necessary recommendations.
5. Though being injured, he continued to drive.
6. We had no opportunity to speak to them.
7. Any scientist realizes that without experiments his work will be useless.

6. Вставьте нужный глагол в правильной форме, переведите предложения на русский язык:

1. The Russian people ... (to win, to complete, to make) a great victory in 1945.
2. Some people ... (to master, to justify, to believe) that they have extraordinary abilities.
3. Something ... (to realize, to be over, to threaten) us, but we couldn't understand what was that.
4. Mothers always ... (to see, to care for, to make) their children.
5. The accident ... (to help, to avoid, to occur) three hours ago.
6. He couldn't translate the text as he ... (not to master, not to know, not to expect) the meaning of many words.

7. Выберите синонимы из данного списка к словам, переведите на русский язык:

own, too, suddenly, really, seldom, probably, about, every, as follows, while

also –

as -

in fact –

unexpectedly –

not often –

each –

in the next way –

possibly -

around –

personal –

4. Диалог (обмен мнениями)

ТЕМЫ:

- 1) «Достижения в сфере информационных технологий. Плюсы и минусы всеобщей информатизации общества»
- 2) «Роль личности ученого в обществе»
- 3) «История развития науки»

5. Грамматика: Герундий

Контрольная работа.

Variant I

Task 1: Укажите значение и признаки Герундия

Task 2: Каков формальный отличительный признак форм Active и Passive?

Task 3: Постройте формы Indefinite Passive и Perfect Active от глагола *to offer*

Task 4: В каком из предложений герундий выполняет функцию подлежащего:

1. Finding a new, more active element became her aim.
2. Her husband decided to help Marie in her finding a new, more active element.
3. After finding a new element with more powerful radioactivity Marie called it radium.
4. They were awarded the Nobel Prize in Physics for their finding.

Task 5: Выделите герундий в предложениях, определите его форму, переведите на русский язык:

1. After being corrected by the teacher, the students' papers were returned to them.
2. He broke the silence by inviting everybody to walk into the dining-room.
3. The place is worth visiting.
4. Watching football matches can be exciting enough.
5. Instead of going home he went to the cinema.
6. Nobody knew of his having gone to Moscow.
7. She told us of having been helped with Mathematics by her elder brother.

Task 6: Определите частеречевую принадлежность V_{ing} форм (герундий/отглагольное существительное/причастие I) :

1. The boys continued playing football.
2. He was looking at the plane flying overhead.
3. Watching the playing kitten was great fun for the children.
4. These discussings have become constant.
5. The children were tired of running.
6. The students found the reading of English newspapers rather difficult at first.
7. After having received the telegram, I went home at once.
8. Nobody knows of their working at that problem.

Task 7: Вставьте нужный предлог:

1. I'm interested ... finding a job.
2. Pete gave ... smoking.
3. He is famous ... keeping secrets.
4. I objected ... his joining the group.
5. He insisted ... our going to the library together.
6. Everybody was proud ... being awarded the prize.
7. We were afraid ... going by plane.

Task 8. Из предложений, приведенных ниже, выберите те, в которых используется Герундий, переведите на русский язык:

1. Men began building houses out of stone very long ago.
2. Their buildings were simple in construction.
3. They were building houses out of stone for centuries.
4. Building houses out of stone began very long ago.
5. Building slanting roofs the Greeks protected themselves from rain.
6. They used stone in building houses.

Task 9. Переведите предложения, определив частеречевую принадлежность формы Ving:

1. Designing such buildings as churches and cathedrals is not a widely spread practice for modern architects.
2. Designing wonderful columns the Greeks became the teachers of the world in column building.
3. Huge pyramids were constructed only for protecting the body of a dead king (pharaoh).
4. The assembling of houses on the construction site is a widely spread practice nowadays.
5. Primitive people built houses protecting them from stormy weather, wild animals and human enemies.
6. Damagings of different kinds left a lot of medieval houses in ruins.

Тесты (Обзор пройденной грамматики)

ТЕСТ № 1 (один вариант ответа)

Variant I

We _____ breakfast when my aunt _____ to ask a phone number.

+were having / called

had / called

were having / was calling

had / was calling

I _____ TV at eight o'clock yesterday evening.

+was watching

watched

am watching

Polly has a brilliant voice. She...wonderfully.

+sings

is singing

Can you hear that? Somebody...a song!

sings

+is singing

Mr. Smith stayed at his office very late because he ... a lot of work.

has

have

will have

+had

Укажите предложение, в котором глагол "to have" является вспомогательным:

We shall have a party tomorrow

+We have invited our friends

We'll have to prepare for the party

I hope we'll have a good time

Укажите, в каком предложении глагол стоит в Present Perfect:

+She has bought a new pair of shoes

She has a lot of different shoes at home

She had bought a pair of new shoes for yesterday's party

She had new shoes on at the party

Сопоставьте английское предложение с русским:

She has typed the letter.

+Она напечатала письмо

Она печатала письмо

Она печатает письмо

"... Fred this week?" "Yes, I saw it on Wednesday."

Had you seen

+Have you seen

Will you have seen

You have seen

Have you lived in this town _____ your childhood?

+Since

for

from

I (work) in the bank for three years. I like it very much.

worked

has worked

+have worked

have been worked

The shop ... at 6 in the morning yesterday.

is opened

+was opened

will be opened

The homework ... before the film began.

was done

will have been done
have being done
+had been done

These plants ... on this farm last year.

have been grown
+were grown
will have been grown
are being grown

The report ... when I came.

was making
+was being made
was made
were being made

When Mark arrived, the Johnsons _____ dinner, but stopped in order to talk to him.

+were having
had been having
had

was having

While Tom _____ a book, Marhta _____ TV.

was reading, watched
+was reading, was watching
read, watched
read, was watching

The food that Ann is cooking in the kitchen _____ delicious.

is smelling
smelt
+smells
will smell

We called our friends in London yesterday to tell them about the reunion that we _____.

will plan
plan
+were planning
have planned

Catherine is studying law at the university, and so _____ Nick.

+is
was
does
were

I feel terrible. I think I _____ to be sick.

will
+am going
go
will be going

My colleagues usually _____ four days a week, and this week they _____ five days.

work, work
are working, are working
are working, work
+work, are working

It _____ outside; I do not like to walk in such weather.

rains
+is raining
is rain
is rained

I _____ a very difficult day tomorrow. I need to prepare for the exam.

+ will have
have
am having
would have

At 10 o'clock in the morning on Wednesday Tom_____ a delegation in the office.

will receive
+will be receiving
is receiving
would receive

Although the sun was shining, it was still cold, because it _____hard for two hours.

had been raining
+had rained
was raining
is raining

She_____at the parcel long enough, before she_____ that it was for her brother.

had been looking, had understood
+had been looking, understood
was looking, understood
was looking, had understood

I_____to the cinema but my friend persuaded me to stay.

am not going
did not go
+was going
had been going

We were good friends, we_____each other for years.

+had known
were knowing
had knowing
know

We were extremely tired at the end of the journey. We _____for more than 24 hours.

+had travelled
had been travelling
were travelling
travel

How long_____this book? How many pages of this book_____?

have you been reading, have you been reading
have you read, have you read
have you read, you read
+have you been reading, have you read

We always go to Saint Petersburg for our holidays. We _____there for years.

+ have been going
go
are going
were going

I have lost my key again. I_____things. I lose things too often.

always lose
have always lost
+am always losing
was always losing

The economic situation is already very bad and it_____ worse.

+ is getting
got
gets
would be getting

What time_____your friend_____tomorrow?

+will ...arrive

will... be arriving

is ...arrived

will... arriving

TECT 2 (1 вариант ответа)

Выберите правильный вариант.

How long_____you_____? — Since I was 17.

+have ...been driving

did ...drive

have ...driven

do ...drive

She_____always_____in Moscow.

lives

has ...been living

+has ...lived

has ...live

How long_____you_____Kate?

did ...know

+have ...known

have... been knowing

do ...known

I_____here all my life.

+have lived

am living

have living

live

Kate has lost her passport again, it is the second time this ...

happens

happened

+has happened

is happening

Kate has been working here_____.

since two years

+for two years

two years ago

two years

The boy sitting next to me on the plane was nervous because he_____before.

has not flown

+had not flown

did not fly

has not been flying

I_____a lot but I don't any more.

was used to eat

was eating

+used to eat

used to eating

_____next week, so we can go somewhere.

+I'm not working

I don't work

I won't work

I shall not work

We are late. The film_____by the time we get to the

cinema.

will be already started

+will already have started

will already start

already will start

Don't worry _____ late tonight.

if I'll be

when I'll be

+if I am

if I be

At first I thought I _____ the right thing, but I soon realized that I _____ a serious mistake.

did, made

have done, have made

+had done, had made

did, had made

I hope Kate is coming soon. I _____ for two hours.

am waiting

had been waiting

+have been waiting

waited

At last Kate came. I _____ for two hours.

am waiting

had been waiting

+have been waiting

was waiting

She is going on holiday. This time next week she _____

on a beach or _____ in the sea.

is going to lay, swim

+will be lying, swimming

will lie, swim

is lying, swimming

_____ you _____ the post office when you're out?

- Probably. Why?

- I need to mail the letter. Could you do it for me?

are ...passing

+will ...be passing

are ...going to pass

will... pass

We _____ for a walk when it _____ raining.

will go, will stop

are going, will stop

+will go, stops

go, stops

When you _____ in Moscow again, you must come and see us.

will go

+are

will be

are going

I'm going to read a lot of books while I _____ on holiday.

+am

would be

will be

am going to be

_____you_____your car this evening?
 — No. Do you want to borrow it?
 +will ... be using
 are... used
 will ...use
 do ...use

Таблица 1.6 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
ИД-2 _{УК-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	На базовом уровне владеет навыками использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	На хорошем уровне владеет навыками использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	На высоком уровне владеет навыками использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках

Раздел 4. Профессиональная сфера общения (Я и моя будущая профессия)

Таблица 1.7 – Формируемые компетенции

Код и наименование компетенции	Код и наименование индикатора достижения компетенции (части компетенции)	Оценочные материалы и средства
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	ИД-1 _{УК-4} Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-2 _{УК-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-3 _{УК-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	Комплект вопросов для опроса Комплект тем для реферата Комплект вопросов для собеседования Индивидуальное домашнее задание Комплект заданий для контрольной работы Тестирование

Тема 10: «Проблемы современной науки. Наука и общество. Выдающиеся ученые мира.»

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;

2. Презентации рефератов на тему «Выдающиеся ученые, этапы их жизни, вклад в науку»

2.1 Написать реферат. Подготовить презентацию на тему «Выдающиеся ученые, этапы их жизни, вклад в науку»:

1. Майкл Фарадей
2. Джеймс Максвелл
3. Эдисон
4. Другие (по усмотрению студента)

2.2. Подготовить список активных слов с переводом, связанных с конкретным учёным и его изобретениями.

3. Контроль усвоения грамматики

3.1. Контрольная работа (Конверсия)

Variant 1

Task 1. Imagine a simple cross-sectional diagram of a car engine. Label these parts:

- piston;
- cylinder;
- spark plug;
- intake valve;
- exhaust valve;
- connecting rod;
- crankshaft;
- camshaft.

Briefly describe the function of any three of these components.

Variant 2

Task 1. A customer brings in a car with the following symptoms:

- the engine is overheating;
- there is white smoke coming from the exhaust;
- the coolant level is low;
- there are bubbles in the radiator when the engine is running.

Based on these symptoms, what is the most likely engine problem? List two possible causes of this issue and suggest two diagnostic steps a mechanic should take to confirm the problem.

4. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный опрос лексики
- (3) устный перевод со словарем;
- (4) письменный перевод со словарем;

- (5) устный опрос по теме;
 - (6) чтение текста с целью извлечения информации.
- (Задания представлены в учебнике)

(1.2.) Устный опрос лексики:

Существительные

- | | | |
|-------------------|----------------|---------------|
| 1. ability | 10. force | 19. phenomena |
| 2. amber | 11. friction | 20. power |
| 3. application | 12. generator | 21. property |
| 4. ball lightning | 13. insulator | 22. research |
| 5. conductor | 14. inventor | 23. science |
| 6. device | 15. invention | 24. scientist |
| 7. energy | 16. light | 25. source |
| 8. explanation | 17. lightning | 26. spark |
| 9. flash | 18. phenomenon | 27. wave |

Глаголы

- | | | |
|-------------------|------------------|------------------|
| 28. to accumulate | 33. to design | 38. to produce |
| 29. to apply | 34. to discharge | 39. to provide |
| 30. to attract | 35. to employ | 40. to repel |
| 31. to charge | 36. to generate | 41. to transform |
| 32. to construct | 37. to invent | 42. to use |

Прилагательные, наречия

- | | | |
|--------------|----------------|-----------------|
| 43. advanced | 46. reliable | 49. useful |
| 44. nuclear | 47. reasonable | 50. (un)limited |
| 45. powerful | 48. solar | |

5. Контрольная работа

2.1 Контроль усвоения базовой лексики темы 9.

Variant 1.

Task 1. Choose the right word

1. In the language of science energy is the ... to do work.

a) phenomenon	b) ability	c) research
---------------	------------	-------------
2. The Sun is an unlimited ... of energy.

a) user	b) application	c) source
---------	----------------	-----------
3. Lightning balls appear near the end of severe ...

a) waterfalls	b) rains	c) storms
---------------	----------	-----------

Task 2. True or False?

Read the statements below and decide if they are true (T) or false (F) according to the text. Correct the false statements.

1. Karl Benz developed the first automobile in the early 20th century.
2. The Benz Patent-Motorwagen was powered by an internal combustion engine.
3. Before the assembly line, cars were mass-produced and cheap.
4. Ford's Model T became the first affordable car for the average person.
5. By 1920, over 15 million Model Ts had been sold.
6. The Volkswagen Beetle was popular in post-war Europe.
7. Japanese automakers entered the global market in the 1950s–1960s with powerful V8 engines.
8. The Toyota Prius was the world's first mass-produced hybrid car.
9. Tesla Motors was founded in the 1990s.
10. Modern automotive trends focus only on electrification.

Task 3. Match the Person/Company and Their Contribution

Match each person or company on the left with their key contribution on the right:

Person/Company	Contribution
1. Karl Benz	A. Introduced the moving assembly line
2. Gottlieb Daimler	B. Developed the first practical automobile with an internal combustion engine
3. Henry Ford	C. Created a high-speed petrol engine and installed it in a carriage
4. Volkswagen	D. Launched the first mass-produced hybrid car (Prius)
5. Toyota	E. Produced the iconic post-war compact car (Beetle)
6. Tesla Motors	F. Popularised high-performance electric cars with long driving ranges

Task 4. Translate the sentences:

- Most modern tractors are equipped with diesel engines due to their high torque output at low RPMs, fuel efficiency, and durability. Diesel engines operate on the principle of compression ignition — air is compressed to a high pressure and temperature, then fuel is injected and spontaneously ignites. This contrasts with gasoline engines, which require a spark plug for ignition.
- Tractors need to pull heavy loads, till soil, or power implements, which requires substantial torque rather than high speed. Diesel tractor engines are designed to produce maximum torque at relatively low engine speeds (typically between 1500 and 2500 RPM). This allows the tractor to perform heavy-duty work without stalling and provides smooth power delivery.
- To increase power output without significantly increasing engine size or fuel consumption, many tractor diesel engines use turbochargers. A turbocharger compresses the intake air, allowing more oxygen into the combustion chamber, which enables more fuel to be burned efficiently. An intercooler (air-to-air or air-to-liquid heat exchanger) then cools the compressed air, increasing its density and further improving combustion efficiency and reducing emissions.
- Modern tractor engines feature sophisticated ECUs that monitor and control various parameters in real time, including:
 - fuel injection timing and quantity;
 - air-fuel ratio;
 - turbocharger boost pressure;
 - exhaust gas recirculation (EGR).This ensures optimal performance, fuel economy, and compliance with emission standards (such as Tier 4 in the US or Stage V in the EU).
- Tractor engines are built for durability and long operational life under harsh conditions. Key design features include:
 - heavy-duty crankshafts and connecting rods;
 - cast iron engine blocks for strength and heat dissipation;
 - oversized cooling systems to handle continuous high loads;
 - advanced filtration systems (air, fuel, oil) to protect against dust and contaminants common in agricultural environments.Many tractor engines are rated for tens of thousands of hours of operation before major overhaul.
- A unique feature of tractor engines is their integration with the Power Take-Off (PTO) system. The PTO shaft transfers engine power directly to agricultural implements (mowers, balers, seeders, etc.). The engine must maintain a stable RPM (typically 540 or 1000 RPM at the PTO shaft) regardless of the load on the tractor's wheels. This requires precise engine speed control and often involves a dedicated PTO clutch and governor system to ensure consistent power delivery to the attached equipment.

Task 5. Read the statements below and decide if they are true (T) or false (F) according to the text. Correct the false statements.

1. Most modern tractors use gasoline engines.
2. Diesel engines in tractors operate on the principle of compression ignition.
3. Maximum torque in tractor engines is typically produced at high RPMs (above 5,000).
4. Turbochargers compress the intake air to allow more oxygen into the combustion chamber.
5. Electronic Control Units (ECUs) only monitor fuel injection timing.
6. Tractor engines are designed for short operational life under mild conditions.
7. The PTO system transfers engine power directly to agricultural implements.

Variant 2.

Task 1. Match each term on the left with its correct definition on the right:

Term	Definition
1. Turbocharger	A. A system that transfers engine power to agricultural implements
2. Intercooler	B. The internal force per unit area within a material
3. PTO (Power Take-Off)	C. A device that compresses intake air to increase oxygen in the combustion chamber
4. Stress (σ)	D. A heat exchanger that cools compressed air to increase its density
5. ECU (Electronic Control Unit)	E. A computer system that monitors and controls engine parameters in real time

Task 2. Complete the sentences using words from the box: *diesel, torque, turbocharging, ECU, intercooler, PTO, RPM*.

1. Tractors primarily use _____ engines due to their high _____ output at low _____.
2. To increase power output, many tractor engines use _____ and an _____.
3. The _____ monitors fuel injection timing and air-fuel ratio in real time.
4. The _____ system transfers engine power directly to agricultural implements at stable speeds (typically 540 or 1,000 RPM).

Task 3. Answer the following questions based on the text:

1. Why are diesel engines preferred for tractors?
2. What is the typical RPM range where tractor diesel engines produce maximum torque?
3. What does an intercooler do in a turbocharged engine?
4. Name three parameters that the ECU monitors and controls in modern tractor engines.
5. What design features contribute to the long service life of tractor engines?

Task 4. Find words or phrases in the text that have similar meanings to the following:

1. durability →
2. substantial →
3. sophisticated →
4. harsh →
5. consistent →

Task 5. Fill in the table with information from the text:

Feature	Purpose/Function Benefit for Tractor Operation
Diesel engine	

Feature	Purpose/Function Benefit for Tractor Operation
High torque at low RPM	
Turbocharging + intercooling	
ECU	
Robust construction	
PTO system integration	

2.2 Контроль усвоения грамматического раздела: «Видовременные формы английского глагола в активном и пассивном залоге»

Variant 1.

Task 1. Put the steps of the turbocharging and intercooling process in the correct order (1–5):

- The compressed air is cooled by the intercooler.
- More fuel can be burned efficiently.
- A turbocharger compresses the intake air.
- Cooling increases air density.
- Compressed air allows more oxygen into the combustion chamber.

Task 2. Translate the following technical terms from English to Russian:

1. compression ignition
2. torque
3. turbocharger
4. intercooler
5. electronic control unit (ECU)
6. power take-off (PTO)
7. crankshaft
8. connecting rod
9. air-fuel ratio
10. exhaust gas recirculation (EGR)

Variant 2.

Task 1. Discuss these questions in pairs or small groups:

1. How does the integration of the PTO system affect tractor engine design?
2. Why is it important for tractor engines to maintain stable RPM at the PTO shaft?
3. What challenges might engineers face when designing tractor engines for extreme agricultural environments?
4. How do modern ECUs help tractors meet strict emission standards?
5. Can you think of any other engineering applications where high torque at low RPM is crucial?

Task 2. Read the statements below and decide if they are true (T) or false (F) according to the text. Correct the false statements.

1. Most commercial trucks use gasoline engines.
2. Diesel engines in trucks operate on compression ignition.
3. Peak torque in truck engines is typically produced at 3,000–4,000 RPM.
4. Variable-geometry turbochargers (VGT) help boost power and efficiency across the RPM range.
5. The SCR system uses AdBlue to reduce carbon monoxide emissions.

6. Heavy-duty truck engines can be rated for over 1 million km before major overhaul.
7. Engine braking reduces wear on friction brakes.

2.3 Контроль усвоения грамматического раздела: «Типы вопросительных предложений»

Variant 1.

Match each system on the left with its correct function on the right:

System	Function
1. Diesel Oxidation Catalyst (DOC)	A. Captures soot particles
2. Diesel Particulate Filter (DPF)	B. Converts NOx into nitrogen and water using urea
3. Selective Catalytic Reduction (SCR)	C. Reduces carbon monoxide and hydrocarbons
4. Common-rail fuel injection	D. Delivers fuel at pressures up to 2,500 bar
5. Engine braking (Jake brake)	E. Assists in slowing the vehicle, reducing wear on friction brakes

Task 2. Give short answers to each question.

Variant 2.

Task 1. Complete the sentences using words from the box: *compression, torque, VGT, AdBlue, ECU, overhaul, cast-iron, crankshaft*.

1. Truck diesel engines operate on _____ ignition, where air is compressed to high pressure and temperature.
2. Peak _____ is produced at low RPMs (1,200–1,800 RPM) to move heavy loads.
3. Modern turbocharging systems often use _____ to optimise boost across the RPM range.
4. The _____ system uses _____ (urea) to reduce nitrogen oxide emissions.
5. Advanced _____ precisely control fuel injection timing and pressure.
6. Many truck engines are built with _____ blocks and forged steel _____ for durability.
7. Heavy-duty engines are rated for 1 million+ km before major _____.

2. Контрольная работа

2.1 Задания на усвоение лексики базовых текстов темы 10

Variant 1.

Task 1. Answer the following questions based on the text:

1. What is the typical displacement range of heavy-duty truck diesel engines?
2. At what RPM range do truck engines typically produce peak torque?
3. Name the three main components of the modern aftertreatment system and briefly explain what each does.
4. How do ECUs contribute to fleet management and maintenance?
5. What design features ensure the long service life of truck engines?
6. How does engine braking assist in vehicle operation?

Task 2. Match the words opposite in meaning from the left column with the words from the right column.

- | | |
|-------------|--------------|
| 1. alive | 1. decrease |
| 2. similar | 2. static |
| 3. increase | 3. insulator |

- | | |
|--------------|---------------|
| 4. dynamic | 4. dead |
| 5. conductor | 5. dissimilar |

Task 3. Match the words from the left column with the words from the right column

- | | |
|------------------|-----------------|
| 1. melted | 1. devices |
| 2. long-distance | 2. advances |
| 3. various | 3. transmission |
| 4. technological | 4. metals |
| 5. heating | 5. current |
| 6. electric | 6. loss |
| 7. similar | 7. lines |
| 8. transmission | 8. application |
| 9. principal | 9. statement |
| 10. wide | 10. effect |

Task 4. Give Russian equivalents to the following words

- 1 – condition; 2 – to flow; 3 – phenomenon; 4 – to increase; 5 – rubber;
6 – observation; 7 – investigation; 8 – chemical

Task 5. Read and translate the following words and their derivatives:

1. to discover – a discovery – a discoverer
2. to rub – rubber – rubbing
3. obvious – obviously – obviousness
4. to conduct – conductor – conductivity
5. to generate – generator – generation

Variant 2.

Task 1. Find the English terms in the text for the following Russian phrases:

1. воспламенение от сжатия →
2. крутящий момент →
3. турбонагнетатель с изменяемой геометрией →
4. электронный блок управления →
5. система селективной каталитической нейтрализации →
6. сажевый фильтр →
7. каталитический нейтрализатор окисления →
8. тормоз-замедлитель (Jake brake) →

Task 2. Match the words opposite in meaning from the left column with the words from the right column:

- | | |
|-------------|--------------|
| 1. positive | 1. forget |
| 2. easy | 2. discharge |
| 3. remember | 3. the same |
| 4. charge | 4. difficult |
| 5. various | 5. negative |

Task 3. Match the words from the left column with the words from the right column:

- | | |
|---------------|-----------------|
| 1. static | 1. charges |
| 2. minute | 2. current |
| 3. sensitive | 3. requirements |
| 4. positive | 4. wires |
| 5. electric | 5. pole |
| 6. direct | 6. application |
| 7. various | 7. thermometer |
| 8. overloaded | 8. particles |
| 9. practical | 9. lamp |
| 10. metal | 10. conductor |

Task 4. Fill in the table with information from the text:

Component/System	Purpose/Function Benefit for Truck Operation
Diesel engine (6–16 L)	
High torque at low RPM	
VGT + aftertreatment	
ECU	
Robust design (cast-iron block, forged steel parts)	
Engine braking system	

Task 5. Put the steps of the diesel emission control process in the correct order (1–5):

- DOC reduces carbon monoxide and hydrocarbons.
- SCR converts NO_x using AdBlue.
- Exhaust gases exit the engine.
- DPF captures soot particles.
- Cleaned gases are released into the atmosphere.

2.2. Контроль усвоения грамматического материала по теме «Причастия»

Variant 1.

Task 1. Form Participle I and Participle II from the following verbs. Translate them.

1. to use; 2. to light; 3. to generate; 4. to name; 5. to make; 6. to produce; 7. to lose

Task 2. Translate and Explain

For each term below:

- translate it into Russian;
- write a one-sentence explanation of its role in a truck engine.

Terms:

1. common-rail system;
2. variable-geometry turbocharger (VGT);
3. predictive cruise control;
4. engine braking;
5. torque curve.

Task 3. Choose the proper Participle.

1. The (closing, closed) circuit supplies no current.
2. Volta spent a few years (tried/trying) to invent a source of continuous current.
3. The current which flows along wires consists of (moved/ moving) electrons.
4. The alternating current (used/ using) for power and lighting purposes goes through 50 cycles in one second.

Variant 2.

Task 1. Form Participle I and Participle II from the following verbs. Translate them.

1. to accumulate; 2. to transform; 3. to invent; 4. to form; 5. to find; 6. to know;
7. to limit.

Task 2. Translate the following word combinations. Pay attention to Participle I and Participle II.

- 1) all passing ships;
- 2) a small magnet pointing north or south;

- 3) the property of attracting iron;
- 4) the heat produced per second;
- 5) moving electrons;
- 6) traveling through solids;
- 7) thermal energy generated in the reactor
- 8) the nuclear power station named after the Russian academician;
- 9) being a strong conductor.

Task 3. Fill in the Gaps

Complete the sentences using words from the box: *assembly line, Model T, hybrid, Volkswagen Beetle, oil crisis, electric vehicles (EVs), muscle cars, Toyota Prius, Tesla Motors, autonomous driving*.

1. Henry Ford introduced the _____ in 1913, which revolutionised car production.
2. The _____ became the first affordable car and over 15 million units were sold by 1920.
3. The _____ was a popular compact and fuel-efficient car in post-war Europe.
4. The 1950s and 1960s marked the golden age of American _____, known for powerful V8 engines.
5. The 1973 _____ forced manufacturers to develop more fuel-efficient cars.
6. _____ technology emerged at the turn of the 21st century, and the _____ (launched in 1997) became the first mass-produced model.
7. In the 2000s, development of _____ accelerated due to environmental concerns.
8. _____, founded in 2003, played a key role in popularising long-range electric cars.
9. Today, automotive trends also focus on connectivity and _____ systems.

2.3. Контроль усвоения грамматического материала по теме «Модальные глаголы и их эквиваленты»

Variant 1.

Task 1. Answer the Questions

Answer the following questions based on the text:

1. When and by whom was the first practical automobile with an internal combustion engine developed?
2. What innovation did Henry Ford introduce in 1913 and how did it affect car production?
3. Which car became the first affordable vehicle for the average person and how many were sold by 1920?
4. What happened in the automotive industry during the 1920s?
5. Why did manufacturers start developing more fuel-efficient engines in the 1970s?
6. What role did Tesla Motors play in the development of electric vehicles?

Task 2. Rewrite the following sentences using “must” and “can’t”.

1. I’m certain he doesn’t know the secret.
2. I’m sure Susan has paid the phone bill

Variant 2.

Task 1. True or False?

Read the statements below and decide if they are true (T) or false (F). Correct the false statements.

1. In a four-stroke engine, the power stroke is the third stroke in the cycle.
2. Spark ignition engines are commonly used in diesel cars.
3. The compression ratio is the ratio of the cylinder’s maximum volume to its minimum volume.
4. The camshaft rotates at twice the speed of the crankshaft in a four-stroke engine.
5. The cooling system prevents the engine from overheating by circulating coolant.
6. The air-fuel ratio for optimal combustion in gasoline engines is approximately 14.7:1.

7. Turbochargers are driven by the engine's electrical system.

Task 2. Rewrite the following sentences using “must” and “can’t”.

1. I'm certain Mike hasn't got a new car.

2. I'm sure they don't live here.

2.4. Контроль усвоения грамматического материала по теме «Словообразование»

Variant 1.

Task 1. Task 2. Match the Components and Their Functions

Match each engine component on the left with its correct function on the right:

Component	Function
1. Crankshaft	A. Controls the opening and closing of valves
2. Camshaft	B. Converts linear piston motion into rotational motion
3. Fuel injector	C. Ignites the air-fuel mixture in gasoline engines
4. Spark plug	D. Delivers fuel into the combustion chamber
5. Radiator	E. Dissipates heat from the coolant
6. Oil pump	F. Circulates engine oil to lubricate moving parts

Task 2. Which of the words are adjectives? adverbs? Why?

easily, numerous, faulty, powerful, traceable, useful, naturally, anticlockwise.

Task 3. Distribute the words into four columns.

<u>what?</u>	<u>what kind of?</u>	<u>what to do?</u>	<u>how?</u>
<i>use</i>	<i>useful</i>	<i>to use</i>	<i>usefully</i>

– insulator, addition, additional, equal, equalize, equality, equally, resist, resistance, resistivity, resistant, commonly, user

Task 4. Fill in the Gaps

Complete the sentences using words from the box: *crankshaft, camshaft, combustion, compression, intake, exhaust, spark plug, fuel injector, radiator, oil pump.*

1. The four strokes of a typical engine cycle are: _____, _____, _____ and _____.
2. The _____ converts the up-and-down motion of the pistons into rotational motion.
3. The _____ controls the timing of the valves.
4. In gasoline engines, the _____ ignites the air-fuel mixture.
5. The _____ delivers fuel directly into the combustion chamber.
6. The _____ helps cool the engine by dissipating heat.
7. The _____ ensures that engine parts are properly lubricated.

Variant 2.

Task 1. Underline the stems in the following words:

Contribution, development, conductor, equipment, scientist, considerable, inequality, insulating, mathematical, naturally.

Task 2. Which of the words are adjectives? adverbs? Why?

Equal, noisy, simply, carelessly, comfortable, dangerous, businesslike, eastwards.

Task 3. Distribute the words into four columns.

<u>what?</u>	<u>what kind of?</u>	<u>what to do?</u>	<u>how?</u>
<i>use</i>	<i>useful</i>	<i>to use</i>	<i>usefully</i>

– failure, fail, faulty, overestimate, different, differ, difference, consumer, impossibility, carelessly, number, numerous, possible.

Task 4. Translate into Russian in writing:

1. Oxygen combines directly with nearly all elements.
2. Plastic materials are relatively new insulating materials.
3. Polythene cables have numerous advantages.
4. The importance of semiconductors for modern science cannot be underestimated.

Тема 11: «Работа. Проблема поиска работы. Работа, которую мы выбираем.»

1. Индивид. задания (по итогам самостоятельного изучения материала) Заполнение АНКЕТЫ.

2. Индивид. задания (по итогам самостоятельного изучения материала) Составление ПОРТФОЛИО

3. Контрольная работа (по итогам самостоятельного изучения материала «Мои деловые бумаги»)

№1

Вариант 1.

1. Оформление делового письма

(Задания на установление правильной последовательности)

1.1 Расположите части делового письма в правильном порядке

1. New Publishers, 26 Greenhouse Street, Aberdeen PV31 23TR

Telephone 9593 385749 Fax 9593 75843

23 May 2005

2. Dear Mr Castelllos,

3. Thank you for your letter of application for the post of PR manager.

We would like to invite you to attend an interview.

We shall be conducting interviews on Monday 30 May and ask you to contact us to arrange a suitable time.

4. We look forward to meeting you.

Yours sincerely,

_____Joan Dumorieur

Personnel Manager

5. Mr G.Castellos, 37 Star Road, Aberdeen VH42 57GT

1.2. Расположите части делового письма в правильном порядке

1. We thank you for your letter dated the 29th September and are pleased to send you our latest catalogue and the current price list. We shall send you a special offer as soon as we have your exact requirements.

2. George Finchley & Sons, 68 Bond Street, London

4 October 2003

3. Yours faithfully, _____Sally Blinton

Sales Manager

4. Dear Sirs,

5. Messrs Dickson & King, 9 Newgate Street, London

1.3. Расположите части делового письма в правильном порядке

1. The Sales Department, Southern Importers Ltd., Dane Street, Northam, Southampton S09 4YQ

2. A.X.C. Records Ltd., 41 Broadway, Liverpool L91 5 PB

12 May 2005

3. Dear Sirs,

4. We are a large music shop in the center of Liverpool and would like to know more about the tapes and cassettes you advertised in this month's edition of Music Monthly.

5. Yours faithfully,

Jeffrey Allen

Director

1.4. Расположите части делового письма в правильном порядке

1. Dear Mr. Hill:
2. We have received your resume and application for the position of executive assistant.

.....

Thank you for your interest in BCL Globalcom.

3. BCL Globalcom GmbH

Goethestrasse 40113

10728 Berlin

Germany

March 26, 2007

4. Sincerely yours,

Maki IshiiMaki Ishii

Human Resource Director

(From 'Business Correspondence: A Guide to Everyday English' by Lin Loughheed)

5. Mr. Sandy Hill

999 Pine Avenue

New Haven, CT 06540

1.5. Расположите части делового письма в правильном порядке

1. Yours sincerely,

Brenda Wallis

Loans Manager

<http://www.writinghelp-central.com/letter-of-rejection.html>

2. Suzanna Bragg

127 Polk Drive, No. 112Gary, Indiana, 46402

3. After a thorough review of your application and the supporting documents you supplied, we have concluded that your current financial situation precludes this institution from extending further credit to you at this time. When your financial picture changes and your current level of risk-exposure becomes lower, we would be happy to reconsider your application.

4. Dear Mrs Bragg,

1. 5. Meridian National Bank

12187 S. Polo Dr . Fairfax, VA 2203026 May 2008

№2.

2.1. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

1. the ZIP Code in the mailing address
2. the sender's name
3. the street name in the return address
4. the ZIP Code in the return address
5. the street name in the mailing address
6. the addressee's company name

2.2. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

1. the sender's name
2. the street name in the return address
3. the addressee's company name
4. the town the letter comes from
5. the addressee
6. the ZIP Code in the mailing address

2.3. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает.

1. the town the letter comes from

2. the street name in the return address
3. the addressee
4. the house number in the mailing address
5. the sender
6. the ZIP Code in the mailing address

2.4. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает

1. Addressee's name
2. Addressee's city name
3. ZIP code in the return address
4. ZIP code in the mailing address
5. Addresser's name
6. Addresser's city name

2.5. Перед Вами конверт

Соотнесите информацию под определенным номером на конверте с тем, что она обозначает

1. Attention line
2. Name of the city in the return address
3. Name of the city in the delivery address
4. Name of the organization in the delivery address
5. ZIP code
6. Name of the organization in the return address

3. Определите, к какому виду делового документа относится представленный ниже отрывок

- +1. Letter of apology
2. Memo
3. Letter of application
4. CV

3.1. Определите, к какому виду делового документа относится представленный ниже отрывок

1. CV
- +2. Letter of apology
3. Contract
4. Memo

3.2. Определите, к какому виду делового документа относится представленный ниже отрывок

1. Letter of complaint
2. Memo
3. CV
- +4. Letter of application

3.3. Определите, к какому виду делового документа относится представленный ниже отрывок

1. CV
2. Memo
- +3. Simple commercial letter
4. Contract

3.4. Определите, к какому виду делового документа относится представленный ниже отрывок

1. Letter of apology
2. Contract
- +3. Letter of application
4. CV

4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1)_____ : Project Planning Dept

From : GM

(2)_____ : Aqua Warm BV

I am sure that you have read about the recent explosion at Perfecta Ltd. We have decided not to install any more (3) _____ central heating systems until we can be sure that they are absolutely safe. Please write and inform them of this.

(4) _____

1. T.Y.
2. Aqua Warm
3. Subject
4. To

4.1. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1)_____ : Alan Bilton

From : Sue Mullins

(2)_____ : Seminar for the new staff

(3) _____

About the seminar you're organising for the new staff next month – will you need any equipment set up? I'll do a short introduction to the subject but I only need an OHP.

Can you fill in the request form for everything we'll need and send it to Shane Bell in the Technical department?

Thanks,

(4) _____

1. Subject
2. Alan
3. Sue
4. To

4.2 Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

(1)_____ : Cathy Beddington

From : John Humphrey

(2)_____ : New product advertising

(3) _____ has approved an increase of budget on this campaign, so we can go for: colour advert, six issues.

Could you contact the magazine and get them to change this? Please check the price and the possibility of a bigger discount.

Thanks

(4) _____

1. Subject
2. To
3. Managing Director
4. John

4.3. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

To : Purchasing & Sales Supervisor

(1)_____ : Manager

(2)_____ : Court Hotel

I have recently heard that (3) _____ needs a large quantity of orange juice at once.

We have a large supply of juice that we do not need. Please write to them and tell them that we would be happy to supply them if they can tell us how many bottles they need.

(4) _____

1. Subject
2. the Court Hotel
3. From
4. Peter

4.4. Выберите слова или сочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки

To : Paul Woods, Sales

From : (1) _____

(2) _____: Accommodation expenses for the trip to Auckland from 21st to (3) _____.

Date : (4) _____

I can't pay you until you send me your expenses claim form. Please do it as soon as possible.

Thanks.

1. 15 July

2. Lynn Thomas, Finance

3. Subject

4. 26th July

Тема 12: «Моя специальность.»

Текст «Двигатели для тракторов» (стр.6).

1. Работа с текстом Текст «Двигатели для тракторов» (стр.6). Выполнение послетекстовых заданий

2. КОНТРОЛЬНАЯ РАБОТА

(усвоение грамматического материала, пройденного в рамках тем 1 – 4)

4. Вставьте нужную форму глагола *to be* или *to have*:

5) Britain ... a variable climate.

6) The Arctic climate ... so severe that it ... extremely difficult for people to live there.

7) We ... a wonderful city tour last week-end.

8) Next month the weather ... wetter.

5. Определите функцию глагола *to have*:

4) Travelling by air has some advantages.

5) They had reached the destination before the sunset.

6) Our guide will have to look for another way to get to the mountain.

6. Определите функцию глагола *to be*:

4) This road will be much more convenient.

5) They were crossing the river when an awful thunder struck.

6) Weathermen are to inform about weather conditions every day.

4. Выберите нужную форму прилагательного:

1) *Travelling by air is ...*

a) quickerer

b) much quicker

c) more quicker

d) more quick

2) *Today the weather is ... as it was yesterday.*

a) as sunny

b) more sunnier

c) sunnier than

d) more sunny

3) *The ... influence on Japanese weather is the wind.*

a) most great

b) greater

c) greatest

d) most greater

5. Вставьте правильную форму глагола:

to wash:

Jim likes to help his mother. He always ...dishes after meal.

6. Найдите и исправьте ошибки в глагольных формах:

1. Valarie work as a doctor.

2. People is often cruel.

3. They doesn't like animals.

7. Переведите правильно предложения:

1. There is always much snow in this part of the island.

2. It is never sunny in this time of the year.

3. It is the best way to reach the destination.

4. Don't go there by train. It will take too much time.

5. It's very dark in winter in this city, but its buildings look still (*ещё*) more magnificent (*величественный*).

6. Use the map of the city and you won't get lost.

8. Распределите предложения по типам вопроса (по каким признакам определяется тип вопроса?):

A: общий

B: специальный

C: альтернативный

D: разделительный

5. Where can you find the weather forecast?

6. People in Britain often say something about the weather when they begin to talk with strangers, don't they?

7. Does the temperature go above 30°C?

8. Are days long in winter or in summer?

9. Найдите неправильно составленные вопросы:

1. What British people think about weather as a topic for conversation?

2. Do British people always know, what tomorrow's weather will be like?

3. Does it rain a lot in Britain?

4. There are sometimes grey skies for days or weeks at a time in Britain, isn't there?

10. Вставьте предлоги:

1. We arrived ... the airport late ... night.

2. I got up ____ 8 o'clock this morning.

3. I like getting up early _____ the morning.

4. My sister got married ____ May.

5. Diana and I first met _____ 1978.

6. Did you go out ____ Friday?

7. Will the thunderstorm have stopped ____ that time?

8. What will you do ____ your holidays?

9. I'm leaving ____ Moscow next Saturday.

10. Will you be ... home this evening?

11. We went ____ Scotland last summer.

12. What do you usually do _____ the weekend?

13. We arrived ____ Paris ... bus.

14. It was difficult to climb ____ the mountain.

15. Don't worry. I'll be back ____ ten minutes.

16. There are many people ____ the park today.

17. They have a lot ____ presents ____ children.

18. I often go ____ the library ____ school.

19. I opened the door and went ____ the classroom.

20. I go ____ school and have to get ____ early.

21. In winter I usually go ____ bed at ten o'clock.

22. She took a kitten ____ the bag and showed it ____ us.

Variant 1.

Task 1. Order the Four-Stroke Cycle

Put the steps of the four-stroke engine cycle in the correct order (1–4):

- The piston moves down, drawing in the air-fuel mixture (intake stroke).
- The spark plug ignites the compressed mixture, forcing the piston down (power stroke).
- The piston moves up, pushing the burned gases out (exhaust stroke).
- The piston moves up, compressing the air-fuel mixture (compression stroke).

Task 2. Order the Historical Events

Put the following events in chronological order (1–8):

- Karl Benz develops the Benz Patent-Motorwagen.
- The Toyota Prius is launched as the first mass-produced hybrid.
- Henry Ford introduces the assembly line.
- Japanese automakers enter the global market with reliable cars.

Task 3. Make up all possible questions to this sentence:

A direct current flows continuously through a conducting circuit in one direction only.

Task 4. Find the Synonyms

Find words or phrases in the text that have similar meanings to the following:

1. beginning / start →
2. groundbreaking / pioneering →
3. reduced / lowered →
4. grew rapidly / expanded quickly →
5. came into existence / appeared →
6. widespread / common →
7. focus on / concentrate on →

Task 5. Read the following text and say what it is about. Entitle the text.

Volta was born in Como, Italy, on February 18, 1745. For some years he was a teacher of physics in his home town. Later on he became professor of natural sciences at the University of Pavia. After his famous discovery he traveled in many countries, among them France, Germany and England. He was invited to Paris to deliver lectures on the newly discovered chemical source of continuous current. In 1819 he returned to Como where he spent the rest of his life. Volta died at the age of 82.

Variant 2.

Task 1. Put the infinitive into the proper form of the verb (Active or Passive):

1. If the circuit (to break) the current (to stop) everywhere.
2. There (to be) various kinds of engines
3. The parallel circuit (to provide) two or more paths for the passage of current.
4. When a short circuit (to cause) more current to flow the wire (to become) hot and (to set) fire to the insulation.

Task 2. Complete the sentences choosing the correct voice of the verbs in the parentheses.

1. As the temperature (is risen, rises), the degree of ionization of the donors (is increased, increases).
2. The reason for the drop (is lied, lies) in the temperature dependence of the mobility.

Task 3. Make up all possible questions to this sentence:

Most commercial trucks use large displacement diesel engines (typically 6 to 16 L) due to their superior torque, fuel efficiency, and durability under continuous heavy loads..

Task 4. Translate the sentences paying attention to Participle I and Participle II.

1. Modern truck engines use sophisticated turbocharging setups (including variable-geometry turbochargers, VGT) to boost power and efficiency across the RPM range.
2. For example, a modern 13 L diesel engine can generate over 2000 Nm of torque at 1400 RPM, enabling the vehicle to haul 40+ tonne loads without excessive gear shifting.

Task 5. Read the following text and say what it is about. Entitle the text.

The history of the automobile spans more than a century and reflects remarkable technological progress. It all began in the late 19th century, when inventors started experimenting with self-propelled vehicles. In 1885–1886, German engineer Karl Benz developed the first practical automobile powered by an internal combustion engine — the Benz Patent-Motorwagen. Around the same time, another German innovator, Gottlieb Daimler, created a high-speed petrol engine and installed it in a carriage. These pioneering inventions laid the foundation for the global automotive industry.

Тема 14. Текст «Основные части двигателя» (стр. 10).

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
 - (2) устный перевод со словарем;
- (1.1) Техника чтения (Фонетическое чтение):
- (1.2) Устный перевод со словарем (подготовленного текста)

2. Задания на усвоение лексики и грамматики базовых текстов темы 13

2.1. Контрольная работа на усвоение лексики

Variant 1.

Task 1. Summarise the Text

Write a 80–100-word summary of the text, covering the main stages in the history of the automobile — from Karl Benz’s invention to modern trends. Use at least 5 technical terms from the text (e.g., *internal combustion engine*, *assembly line*, *hybrid*, *EV*, *autonomous driving*). Focus on the technological and societal impact of each major development.

Task 3. Complete the Timeline

Fill in the timeline with key events from the text:

Year/Period	Event
Late 19th century	
1885–1886	
1908–1913	
1920s	
Post-WWII	
1950s–1960s	
1973	
1980s–1990s	
1997	
2003	
21st century (current trends)	

Task 4. Translate and Explain

For each term below:

- translate it into Russian;
- write a one-sentence explanation of its significance in automotive history.

Terms:

1. internal combustion engine;
2. assembly line;
3. muscle car;
4. hybrid car;
5. electric vehicle (EV);
6. autonomous driving.

Variant 2.

Task 1. Give Russian equivalents to the following words and combinations.

1. economical, uneconomical, economical cybernetics, economical model;
2. cylindrical, cylindrical accumulator, cylindrical armature, cylindrical capacitor.

Task 2. Choose the correct word from the active vocabulary to complete the sentences.

1. Galileo and Nikola Tesla invented the ... motor. 2. One of the ... of the invented motor was that its speed was constant and unchangeable. 3. The speed change is achieved by modulating the.....of the machine.

Task 3. Find English equivalents in the text.

якорь (электр), прийти к заключению, взаимозаменяемый, независимо, прутья (решетки), много (намного).

Task 4. Match the words from the left column with the words from the right column. Find for them the best translation from the words and word combinations given below.

1. galvanic
2. induction
3. electromagnetic
4. reverse
5. technical
6. wire

1. cage
2. motor
3. achievement
4. force
5. principle
6. batteries

Гальванические батареи, клетка из проволоки, техническое достижение, асинхронный (электро)двигатель, электромагнитная сила, обратный принцип.

2.2. Контрольная работа на освоение грамматики (Структура предложения) Variant 1.

Task 1. True or False?

Read the statements below and decide if they are true (T) or false (F). Correct the false statements.

1. Two-stroke engines are generally more fuel-efficient than four-stroke engines.
2. Four-stroke motorcycle engines complete a full power cycle in two rotations of the crankshaft.
3. Air-cooled engines rely on radiator fluid to maintain optimal operating temperature.
4. Liquid-cooled engines are more effective at dissipating heat under high loads.
5. Carburetors are still widely used in modern high-performance motorcycles.
6. Fuel injection systems provide a more precise air-fuel mixture than carburetors.
7. The compression ratio in a motorcycle engine affects both power output and fuel requirements.
8. A higher compression ratio usually requires lower-octane fuel

Task 2. Match the Engine Type and Its Feature

Match each engine type on the left with its characteristic feature on the right:

Engine Type	Feature
1. Two-stroke	A. More complex design with valves and camshafts
2. Four-stroke	B. Requires oil to be mixed with fuel (in traditional designs)
3. Air-cooled	C. Uses a radiator and coolant system
4. Liquid-cooled	D. Simpler design, often lighter and more compact
5. Carbureted	E. Uses a pump and injectors for precise fuel delivery
6. Fuel-injected	F. Relies on fins and airflow for heat dissipation

Task 1. Fill in the Gaps

Complete the sentences using words from the box: *crankshaft, piston, intake, compression, power, exhaust, spark plug, carburetor, fuel injector, compression ratio*.

1. In a four-stroke engine, the cycle consists of four strokes: _____, _____, _____ and _____.
2. The _____ moves up and down inside the cylinder, driven by combustion.
3. The _____ converts the linear motion of the piston into rotational motion.
4. The _____ ignites the air-fuel mixture in a gasoline engine.
5. A _____ mixes air and fuel before it enters the combustion chamber.
6. A modern _____ delivers fuel directly into the cylinder or intake port.
7. The _____ is the ratio of the cylinder's maximum volume to its minimum volume and affects engine performance.

Task 2. Order the Four-Stroke Cycle

Put the steps of the four-stroke cycle in the correct order (1–4):

- The piston moves up, compressing the air-fuel mixture (compression stroke).

- The spark plug ignites the mixture, forcing the piston down (power stroke).
- The piston moves down, drawing in the air-fuel mixture (intake stroke).
- The piston moves up, pushing the burned gases out (exhaust stroke).

Тема 15: «Основные части двигателя» (стр. 15).

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;
- (3) устный опрос лексики;
- (4) извлечение информации

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) устный опрос лексики по списку:

Список единиц активной лексики к темам 13 и 14

Существительные		
1. absorption	16. electrode	31. maintenance
2. amplifier	17. electrolyte	32. oxide
3. anion	18. earthing	33. output
4. anode	19. efficiency	34. performance
5. assembly	20. engine	35. rectifier
6. capacitance	21. failure	36. relay
7. capacitor	22. filter	37. resistor
8. cathod	23. fluctuation	38. spacer
9. cation	24. frequency	39. substation
10. cell	25. fuse	40. terminal
11. contamination	26. inductance	41. transmission
12. core	27. layer	42. turn
13. coupling	28. leakage	43. winding
14. dielectric	29. limitation	
15. distribution	30. loop	
Глаголы		
44. to block	49. to define	54. to recharge
45. to erect	50. to enclose	55. to store
46. to convert	51. to induce	56. to subject
47. to distribute	52. to interconnect	57. to transfer
48. to dissipate	53. to migrate	58. to vary
Прилагательные и наречия		
59. additional	63. interior	67. secondary
60. equivalent	64. loose	68. tight
61. exterior	65. overhead	69. underground
62. fixed	66. primary	70. variable

(1.4) Чтение с полным пониманием содержания (изучающее)

2. 2. Контроль усвоения грамматики

2.2.1 Контрольная работа (Значения слов one- ones , that – those , it- they)

Variant 1

Task 1. Translate the following sentences. Explain the function of the underlined words.

1. The second sputnik was launched about a month after the first one.
1. There are many insulating materials from which one may choose.
2. Some substances are efficient conductors, others, poor ones.
4. One uses special devices to measure current, voltage and resistance.

5. All that can be done is to increase the charges.
6. It is dangerous to use power at very high voltages for anything but transmission and distribution.
7. An ohmmeter is an electrical instrument that measures electrical resistance.
8. Romans knew that an object looking like a small dark stone had the property of attracting iron.
9. It is from the Greek word electron that the word electricity is formed.
10. One cannot do this operation by hand.

Variant 2

Task 1. Translate the following sentences. Explain the function of the underlined words.

1. The new method proved to be much more efficient than the old one.
2. One must choose only one of these variants.
3. One knows that these installations do not operate on nuclear power.
4. The element with a trouble was substituted with a new one.
5. The conduction process of some materials is found to be like that of other semiconductors.
6. Scientists have found a ceramic material that works at room temperature.
7. It is well-known that glass and rubber offer a high resistance and they are considered as good insulators.
8. It easy to see how resistance can be reduced.
9. It is the force of gravitation that makes the satellites move round the Earth.
10. One cannot repair this equipment without special tools.

Тема 16: «Основные части двигателя» (стр. 18).

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;
- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

2. Презентации рефератов на тему «Выдающиеся инженеры, этапы их жизни, вклад в науку»:

2.1 Написать реферат. Подготовить презентацию на тему «Выдающиеся инженеры, этапы их жизни, вклад в науку»

2.2. Подготовить список активных слов с переводом, связанных с конкретным учёным и его изобретениями.

3. Контроль усвоения грамматики

3.1. Контрольная работа (Конверсия)

Variant 1

Task 1 Answer the Questions

Answer the following questions based on your knowledge of motorcycle engines:

1. What are the main differences between two-stroke and four-stroke motorcycle engines?
2. Why are liquid-cooled engines preferred in high-performance bikes?
3. How does a higher compression ratio affect engine performance and fuel choice?
4. What are the advantages of fuel injection over carburetion?
5. What maintenance tasks are specific to air-cooled vs. liquid-cooled engines?

Variant 2

Task 1. Label the Engine Diagram

Imagine a simple cross-sectional diagram of a motorcycle engine. Label these parts:

- cylinder;
- piston;

- connecting rod;
- crankshaft;
- spark plug;
- intake valve;
- exhaust valve;
- camshaft.

Briefly describe the function of any three of these components in 1–2 sentences each.

Тема 17: «Основные части двигателя» (стр. 21).

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;

- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

(1.3) Чтение с полным пониманием содержания (изучающее)

2. Контроль усвоения грамматики

2.1 Контрольная работа (Неличные формы глагола)

Variant 1

Task 1. Underline the infinitive in the sentences. Define its function. Translate the sentences.

1. To magnetize a body requires some energy.
2. The distance to be covered was equal to ten miles.
3. A.c. can be increased or decreased to meet industrial requirements

Task 2. What forms of infinitive are used in the Infinitive Complexes given below – Complex Subject or Complex Object?

1. Communication is supposed to have no limits nowadays.
2. The line appeared to be demagnetized.
3. Nuclear plants are expected to be located away from urban areas.

Task 3. Copy the sentences below and underline participles. Find out what forms of participles are used. Translate the sentences.

1. The energy lost in the capacitor appears in the form of heat being generated in the dielectric.
2. The generators constructed at the plant have no commutators.

Task 4. Find out which -ing and -ed forms are parts of the predicates and which are participles.

1. Water-turbine plants are called hydroturbines.
2. The transmission system selected for everyday use is based on the combined activity of telecommunication and computers.
3. Switch board is an assemblage of controlling and indicating devices mounted upon a frame.
4. Nuclear fuel is undergoing nuclear fission.

Task 5. Use Participle I, Participle II or the Gerund of the verb in brackets and translate the sentences.

1. (Cool) a conductor results in its reduced resistance to current.
2. What is the name of an (insulate) material (use) to prevent a shock?
3. Solar energy has been converted into power by (use) solar cells, which are semiconductor devices (produce) from thin slices of silicon.

Variant 2

Task 1. Underline the infinitive in the sentences. Define its function. Translate the sentences.

1. To reduce the power losses, thick wires should be used.
2. At least 90 per cent of energy to be generated at present is a.c.
3. Gas turbines can be started within minutes, while steam plants may require hours to be put into operation.

Task 2. What forms of infinitive are used in the Infinitive Complexes given below – Complex Subject or Complex Object?

1. Every battery is known to possess two terminals.

2. The capacity of generating units was said to have been doubled.

3. Ebonite, rubber and glass are considered to be good insulators.

Task 3. Copy the sentences below and underline participles. Find out what forms of participles are used. Translate the sentences.

1. The code widely used is called Morse code.

2. While passing through the conductor, resistance results in the production of heat.

Task 4. Find out which -ing and -ed forms are parts of the predicates and which are participles.

1. The measures discussed are to be used for determining the faults in the conducting wires.

2. Being a semiconductor, germanium is widely used in transistors.

3. The data obtained formed the basis for further activity.

4. Water power is being used to drive a dynamo.

Task 5. Use Participle I, Participle II or the Gerund of the verb in brackets and translate the sentences.

1. The (apply) technique brought about quite unexpected results.

2. Mica is used as a dielectric due to (have) high voltage strength.

3. The worlds first tidal power station, a plant on the Rance river in France, began (operate) in 1966.

2.2 Контрольная работа (Усилительная конструкция)

Variant 1

Task 1. Translate the sentences paying attention to the Emphatic Constructions.

1. It is from the Greek word that the word mechanics is formed.

2. It was the need for large-scale ballistic computations which gave rise to the development of electronic computers.

Task 2. Change the following sentences into the emphatic ones.

1. The special terms in any subject serve the keys to understanding it.

2. Oil, natural gas and nuclear power each have important roles to play in the energy industry.

Task 3. Turn the following sentences into emphatic ones using the model

1. Gravity attracts.

2. The much slower ions remain in and near the core.

Variant 2

Task 1. Translate the sentences paying attention to the Emphatic Constructions.

1. It is the force of gravitation that makes the satellites move round the Earth.

2. It was in 1882 that P. Chebyshev invented the arithmometer performing multiplication and division.

Task 2. Change the following sentences into the emphatic ones.

1. The most precise clocks are being produced due to the invention of radio frequency quantum generators.

2. N.Wiener is considered to be the father of cybernetics.

Task 3. Turn the following sentences into emphatic ones using the model

1. The photon-pressure and the neutrinos also make the core positive and the surface negative.

2. A source produces energy.

Тема 18: «Системы смазки» (стр. 23).

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;

- (2) устный перевод со словарем;

- (3) устный опрос лексики;

- (4) извлечение информации

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

Тема 19: «Системы зажигания» (стр. 33)

1. Опрос по базовым текстам раздела по аспектам:

- (1) фонетическое чтение;

- (2) устный перевод со словарем;

(1.1) Техника чтения (Фонетическое чтение):

(1.2) Устный перевод со словарем (подготовленного текста)

2. Презентация устного сообщения (монолог)

Тема 20. «Системы охлаждения и смазки» (стр. 36)

Отчет по текстам домашнего чтения.

Индивидуальные собеседования// Круглый стол

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного:

Тема 21. «Значение контроля за охлаждением» (стр. 39).

Отчет по текстам домашнего чтения.

Индивидуальные собеседования// Круглый стол

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного

Тема 22. «Топливная система» (стр. 42).

Отчет по текстам домашнего чтения.

Индивидуальные собеседования// Круглый стол

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного

Тема 23. «Основные части трактора» (стр. 27).

Отчет по текстам домашнего чтения.

Индивидуальные собеседования// Круглый стол

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного

Тема 24. «Конструктивные особенности трактора» (стр. 29).

Отчет по текстам домашнего чтения.

Индивидуальные собеседования// Круглый стол

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного

Тема 25. Профессия механика в России и за рубежом.

Отчет по текстам домашнего чтения.

Индивидуальные собеседования// Круглый стол

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного

Тема 26. Домашнее чтение. Работа со спец.текстами.Составление аннотации .

Отчет по текстам домашнего чтения.

Индивидуальные собеседования.

1. 1. Устный перевод со словарем заданного отрывка из прочитанного объема.

1.2. Устное собеседование на понимание прочитанного

1.3 Написание аннотаций

Задания на усвоение лексики базовых текстов

ТЕСТ

Выберите один правильный вариант ответа и нажмите кнопку «Далее»

Personal information (Personal data) Личная информация (Персональные данные):

Address of the employer

+ Birth

Name and type of educational institution

School and vocational education (education) (Школьное и профессиональное образование (образование)):

Nationality

Name and address of the employer

+ Name and type of educational or training institution

Job titles (the name of the profession) (Название профессии):

+ Mechanic

excellent computer skills

Part-time position

Working conditions (working conditions) (Условия труда):

Job Application

+ teamwork or independent work

Merchant / Businesswoman

Company history (История компании):

Headcount

+ Development

Environmental

Языковые средства, обслуживающие сферы отношений между государственными органами, между организациями и частными лицами в процессе их производственной, юридической деятельности, – это:

+ official business style

colloquial speech

scientific style

journalistic style

В деловом стиле речи чаще всего употребляются слова:

Multi - valued

+Unambiguous

scientific terms

emotionally colored

Дата в деловом письме обычно пишется:

+In the upper right corner

In the lower right corner

In the upper left corner

Две основные особенности делового стиля речи:

emotional saturation and simplicity

+ accuracy and language standard

simplicity and language standard

emotional saturation and accuracy

Правильная последовательность элементов делового письма:

address, preamble, main part, details of the sender and addressee, date, title, statement of facts, conclusion, signature

details of the sender and addressee, date, title, address, preamble

+ date, title, address, preamble, main part, statement of facts, conclusion, details of the sender and addressee, signature

Наиболее предпочтительны в деловом разговоре утверждения:

This is nonsense.

+ I think we will all benefit from this.

I think...

This is absurd

Деловой разговор – это:

communication between two businessmen

+ dialogical communication of people connected by business

relations monologue

communication in the field of business

Более универсально и не противоречит рекомендациям исследователей речевого этикета обращение к незнакомому человеку:

Man, can you help me?

Girl, can you help me?

+ Excuse me, can you help me, please?

Sir, can you help me?

В число основных единиц речевой коммуникации не входит

speech event

+ discourse speech

situation speech

interaction

Реакция адресата на речь субъекта — это:

behavior event

+ interaction situation

Дополните предложение: The employment contract regulates ... (Трудовой договор регулирует...)

Worker

Employer

+ Employment relationship

Выберите правильный вариант ответа на благодарность:

" Thank you for the interview. " "Спасибо за интервью".

Good afternoon, Mr. Kunze. What can I do for you?

Unfortunately, she is not in the house.

+ Nothing to thank. See you again.

Дополните предложение: We cannot accept your order (unfortunately), because... (Мы не можем (к сожалению) принять Ваш заказ, потому что...)

the desired date is not possible

the customer's last invoice has been paid

+ Product is no longer available.

Дайте правильный ответ на вопрос: What are you interested in at this point? (Что вас интересует на данный момент?)

When can I expect an answer?

Yes, thank you, that was no problem

+ I wanted to work in international projects

Дополните вопрос: How many colleagues do I work with ... (Со сколькими коллегами я работаю ...?)

+ I am together?

my direct supervisor?

my specific tasks?

The regular working time is 37 hours a week without taking into account breaks. (Установленное время составляет 37 часов в неделю без учета перерывов)

Remuneration

+ Working

Holiday

A trial period of 3 months is agreed. (Согласован испытательный срок в 3 месяца)

Commencement of employment

+ Trial period

Activity

Дополните предложение: Ms. Linke works 3.5 hours a day from Monday to Friday. She works ... (Г-жа Линке работает 3,5 часа в день с понедельника по пятницу. Она работает ...)

Full time
 Flextime
 +Part time

Дополните предложение: Mr. Bauer has a 40-hour week. He works ... (У мистера Бауэра 40- часовая рабочая неделя. Он работает ...)

Part time
 +Full time
 Flextime

For many professions, you need an education. (Для многих профессий вам нужно образование).
 It usually lasts 3 years.

+ Vocational
 Self-employment
 One-euro job

Many employed people have one or more other jobs in addition to their "main job". (Многие занятые люди имеют одно или несколько других рабочих мест в дополнение к своей "основной работе")

Wage
 + Side job
 Temporary work

Дополните предложение:

The employer is a person, ... (Работодатель - это лицо, ...)

+ who you work for.
 which arranges jobs and pays unemployment benefits.
 who works at a company?

Дополните предложение: The employee is a person, ... (Работник - это человек, ...)

who works for wages?
 +who works at a company.
 which arranges jobs and pays unemployment benefits.

Дополните предложение: Social security includes ... (Социальное обеспечение включает в себя ...)

which arranges jobs and pays unemployment benefits.
 + Health insurance and pension insurance.
 what you pay to the state

Дополните предложение: The Employment Agency is the office, ... (Агентство по трудоустройству — это офис, ...)

+ that arranges jobs and pays unemployment benefits.
 who you work for?
 which is paid to the state.

Таблица 1.8 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)		
	на базовом уровне	на повышенном уровне	
	соответствует оценке «удовлетворительно» 50-64% от максимального балла	соответствует оценке «хорошо» 65-85% от максимального балла	соответствует оценке «отлично» 86-100% от максимального балла
ИД-1ук-4 Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные	Студент на базовом уровне владеет теоретическим материалом по темам модуля, но допускает ошибки в построении устной и письменной речи, способен выбирать на	Студент показывает хорошие знание и понимание тем модуля, на хорошем уровне владеет теоретическим материалом по темам модуля, но допускает ошибки в построении устной и письменной	Студент показывает глубокое знание и понимание тем модуля, на высоком уровне владеет теоретическим материалом по темам модуля, но допускает ошибки в построении

средства взаимодействия с партнерами. ИД-2_{ук-4} Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-3_{ук-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами; использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	речи, способен выбирать на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами; использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	устной и письменной речи, способен выбирать на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами; использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно
---	--	---	---

2. ОЦЕНИВАНИЕ ПИСЬМЕННЫХ РАБОТ СТУДЕНТОВ, РЕГЛАМЕНТИРУЕМЫХ УЧЕБНЫМ ПЛАНОМ

Письменные работы не предусмотрены учебным планом

3. ОПРЕДЕЛЕНИЕ РЕЗУЛЬТАТА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Формы промежуточной аттестации по дисциплине: **зачет, экзамен**

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ И СРЕДСТВА ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах).

Задания закрытого типа

Выберите правильный вариант ответа

1. Укажите предложение, действие в котором относится к прошлому:

They will build another house at the end of the street.

She is reading a book about mechanics.

+ He decided to start a business of his own.

2. Укажите предложение, действие в котором относится к будущему:

+ She will phone you as soon as she returns home.

The meeting went as usual.

Night insects are bothering the campers.

3. Укажите предложение, действие в котором относится к настоящему:

+They are developing a strategy to achieve their goals.

You didn't do the task properly.

This team will surely win the tournament.

4. Укажите предложение, в котором глагол стоит в Present Perfect:

The never understand the importance of planning.

There are too few benches in the park.

+ He has finished the assignment just in time.

5. Укажите предложение, в котором используется пассивный залог (Passive voice):

+ A reporter asked him why the taxes were not paid when they should have been.

Generally we allow you to browse our website without giving us any personal information.

Yesterday he inadvertently revealed that his security company had problems.

6. Укажите предложение, в котором используется модальный глагол:

Businesses have only one goal: profits

Eventually they reduced their prices after the government started an investigation..

+They can sell their product up to 90 percent cheaper.

7. Укажите предложение, в котором модальный глагол стоит в отрицательной форме:

Bottled water manufacturers are also fond of promoting their products with meaningless words like "mountain water".

+ Customers couldn't reach her for months after phone company's mistake.

This company profoundly changed how people communicate around the world.

Задания открытого типа

Дайте развернутый ответ на вопрос

1. What is your name? (Как Вас зовут?)

Правильный ответ: My name is ...

2. Where do you come from? (Откуда Вы приехали?)

Правильный ответ: I was born in ...

3. What do you look like? (Как вы выглядите?)

Правильный ответ: I am a tall handsome guy with broad shoulders.

4. Which school did you graduate from? (Какую школу Вы закончили?)

Правильный ответ: The one and only school in our town.

5. What are your parents' professions? (Кто Ваши родители по профессии?)

Правильный ответ: My mother was a writer, my father was a lawyer.

6. Where are you studying? (Где Вы учитесь?)

Правильный ответ: At Kostoma State Agricultural Academy if I'm not mistaken.

7. What kind of person are you? (Что Вы за человек?)

Правильный ответ: I am very friendly but sometimes I feel I'm going to snap.

8. What are your hobbies and interests? (Чем Вы интересуетесь?)

Правильный ответ: My passion is Australia – I'm dreaming to visit it some day.

9. How do you spend your free time? (Как Вы проводите свободное время?)

Правильный ответ: Unfortunately I don't have much free time these days.

10. What books do you read? (Какие книги Вы читаете?)

Правильный ответ: I am a big fan of classical Russian literature.

11. What is an engine? (Что такое двигатель?)

Правильный ответ: A complex machine designed to convert energy into usable mechanical power or motion.

Дополните

12. Scotland is a part of _____. (Шотландия – это часть _____.)

Правильный ответ: Great Britain/ the UK.

13. The capital of the United States is – _____. (Столица США – _____.)

Правильный ответ: Washington.

14. London stands on the river _____. (Лондон находится на реке _____.)

Правильный ответ: Thames.

15. The United States border _____. (США граничат с _____.)

Правильный ответ: Canada and Mexico.

16. Maple leaf is the symbol of _____. (Кленовый лист – это символ _____.)

Правильный ответ: Canada.

17. Curriculum vitae is also known as _____. (Curriculum vitae также называется _____.)

Правильный ответ: Resume.

18. A resume is used to _____. (Резюме используется при _____.)

Правильный ответ: apply for a job.

Форма промежуточной аттестации по дисциплине зачет (модули 1-2):

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки: базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «зачтено» (50-100 рейтинговых баллов).

Форма промежуточной аттестации по дисциплине экзамен (модули 3-4):

Окончательные результаты обучения (формирования компетенций) определяются посредством перевода баллов, набранных студентом в процессе освоения дисциплины, в оценки:

– базовый уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценке «удовлетворительно» (50-64 рейтинговых баллов);

– повышенный уровень сформированности компетенции считается достигнутым, если результат обучения соответствует оценкам «хорошо» (65-85 рейтинговых баллов) и «отлично» (86-100 рейтинговых баллов).

4 ПОРЯДОК ПРОВЕДЕНИЯ ПОВТОРНОЙ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Формы промежуточной аттестации по дисциплине *зачет, экзамен.*

Фонд оценочных средств для проведения повторной промежуточной аттестации формируется из числа оценочных средств по темам, которые не освоены студентом.

Примечание:

Дополнительные контрольные испытания проводятся для студентов, набравших менее **50 баллов** (в соответствии с «Положением о Разделно-рейтинговой системе»).

Форма промежуточной аттестации по дисциплине зачет.

Таблица 4.1 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	соответствует оценке «зачтено» 50-100% от максимального балла
ИД-2УК-4 Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках	Студент на базовом уровне владеет теоретическим материалом по темам, способен использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках

Форма промежуточной аттестации по дисциплине экзамен.

Таблица 4.2 – Критерии оценки сформированности компетенций

Код и наименование индикатора достижения компетенции (части компетенции)	Критерии оценивания сформированности компетенции (части компетенции)
	на базовом уровне
	соответствует оценке «удовлетворительно» 50-64% от максимального балла
ИД-1УК-4 Выбирает на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль общения, вербальные и невербальные средства взаимодействия с партнерами. ИД-2УК-4 использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках ИД-3_{УК-4} Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно	Студент на базовом уровне владеет теоретическим материалом по темам, способен выбирать на государственном и иностранном (-ых) языках коммуникативно-приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами; использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках; вести деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, в том числе демонстрирует умение выполнять перевод профессиональных текстов с иностранного (-ых) на государственный язык и обратно